



Iroquois Middle School
School Based Plan
2024-2025

Data at a Glance

4th Grade Reading Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Vocabulary IRQ	% Proficient Vocabulary District-Wide	% Proficient SRF IRQ	% Proficient SRF District-Wide	% Proficient ORF IRQ	% Proficient ORF District-Wide	% Proficient Comp IRQ	% Proficient Comp District-Wide
Total	130	250	82%	86%	81%	84%	35%	66%	81%	81%
Female	77	135	82%	83%	80%	82%	33%	61%	82%	83%
Male	53	115	83%	89%	83%	85%	37%	71%	79%	79%
Asian	10	12	30%	33%	71%	78%	25%	25%	67%	73%
Black	7	18	71%	72%	86%	89%	50%	83%	57%	56%
Hispanic	14	30	86%	90%	77%	83%	33%	63%	79%	87%
Mixed Race	7	20	86%	90%	67%	68%	14%	26%	86%	70%
White	92	170	88%	89%	83%	85%	20%	37%	84%	85%
ELL	17	17	29%	29%	67%	67%	21%	21%	50%	50%
SpEd	8	13	63%	62%	50%	67%	20%	21%	38%	54%
EcoDis	52	91	67%	76%	70%	78%	21%	34%	78%	78%

4th Grade Math Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Number Comparison Fluency IRQ	% Proficient Number Comparison Fluency District-Wide	% Proficient Mental Computation Fluency IRQ	% Proficient Mental Computation Fluency District-Wide	% Proficient Concepts & Application IRQ	% Proficient Concepts & Application District-Wide	% Proficient Number Sense Fluency IRQ	% Proficient Number Sense Fluency District-Wide
Total	130	250	86%	86%	72%	73%	86%	88%	83%	85%
Female	77	135	83%	81%	67%	66%	89%	89%	78%	79%
Male	53	115	91%	91%	79%	82%	82%	88%	91%	91%
Asian	10	12	67%	73%	78%	82%	57%	67%	78%	82%
Black	7	18	57%	72%	57%	61%	57%	72%	57%	72%
Hispanic	14	30	79%	83%	71%	70%	75%	86%	71%	77%
Mixed Race	7	20	86%	85%	86%	70%	86%	90%	100%	90%
White	92	170	91%	89%	72%	75%	92%	91%	86%	87%
ELL	17	17	69%	69%	69%	69%	73%	73%	75%	75%
SpEd	8	13	50%	54%	25%	23%	38%	38%	38%	46%
EcoDis	52	91	80%	80%	69%	69%	84%	86%	80%	82%

5th Grade Reading Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Vocabulary IRQ	% Proficient Vocabulary District-Wide	% Proficient SRF IRQ	% Proficient SRF District-Wide	% Proficient ORF IRQ	% Proficient ORF District-Wide	% Proficient Comp IRQ	% Proficient Comp District-Wide
Total	137	296	77%	81%	90%	85%	25%	30%	91%	86%
Female	72	149	78%	78%	93%	83%	33%	26%	94%	88%
Male	65	147	77%	84%	87%	86%	18%	35%	87%	84%
Asian	2	5	100%	100%	100%	100%	--	--	100%	100%
Black	10	34	50%	71%	90%	75%	50%	33%	80%	76%
Hispanic	18	38	72%	82%	94%	86%	75%	67%	78%	76%
Mixed Race	6	17	67%	71%	67%	76%	0%	33%	83%	81%
White	101	202	81%	83%	91%	86%	5%	14%	95%	89%
ELL	5	5	20%	20%	80%	80%	25%	25%	40%	40%
SpEd	4	24	25%	63%	25%	50%	0%	17%	50%	54%
EcoDis	33	90	67%	73%	88%	88%	14%	20%	91%	80%

5th Grade Math Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Number Comparison Fluency IRQ	% Proficient Number Comparison Fluency District-Wide	% Proficient Mental Computation Fluency IRQ	% Proficient Mental Computation Fluency District-Wide	% Proficient Concepts & Application IRQ	% Proficient Concepts & Application District-Wide	% Proficient Number Sense Fluency IRQ	% Proficient Number Sense Fluency District-Wide
Total	137	296	91%	89%	88%	77%	91%	89%	90%	85%
Female	72	149	90%	85%	87%	73%	91%	87%	90%	81%
Male	65	147	92%	92%	89%	82%	92%	91%	91%	90%
Asian	2	5	100%	100%	100%	100%	100%	100%	100%	100%
Black	10	34	70%	76%	80%	76%	78%	75%	70%	71%
Hispanic	18	38	67%	76%	72%	66%	71%	76%	67%	74%
Mixed Race	6	17	83%	94%	83%	76%	83%	88%	83%	88%
White	101	202	98%	93%	92%	79%	97%	93%	97%	90%
ELL	5	5	100%	100%	100%	100%	100%	100%	100%	100%
SpEd	4	24	75%	63%	100%	38%	100%	61%	75%	54%
EcoDis	33	90	91%	85%	84%	67%	94%	84%	91%	81%

6th Grade Reading Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Vocabulary IRQ	% Proficient Vocabulary District-Wide	% Proficient SRF IRQ	% Proficient SRF District-Wide	% Proficient ORF IRQ	% Proficient ORF District-Wide	% Proficient Comp IRQ	% Proficient Comp District-Wide
Total	125	252	78%	77%	86%	86%	41%	33%	81%	84%
Female	46	102	72%	75%	93%	88%	64%	55%	83%	88%
Male	79	150	82%	79%	81%	85%	26%	19%	81%	81%
Asian	3	4	33%	50%	67%	75%	50%	50%	100%	100%
Black	7	24	57%	58%	50%	71%	33%	22%	57%	74%
Hispanic	12	33	64%	69%	73%	75%	67%	56%	45%	59%
Mixed Race	6	15	50%	60%	67%	79%	40%	38%	50%	73%
White	97	176	85%	83%	91%	91%	19%	14%	89%	90%
ELL	11	11	40%	40%	56%	56%	14%	14%	70%	70%
SpEd	20	30	50%	43%	58%	48%	16%	12%	65%	57%
EcoDis	43	86	65%	63%	68%	75%	27%	24%	70%	75%

6th Grade Math Aimsweb Data: Spring 2024

Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	% Proficient Number Comparison Fluency IRQ	% Proficient Number Comparison Fluency District-Wide	% Proficient Mental Computation Fluency IRQ	% Proficient Mental Computation Fluency District-Wide	% Proficient Concepts & Application IRQ	% Proficient Concepts & Application District-Wide	% Proficient Number Sense Fluency IRQ	% Proficient Number Sense Fluency District-Wide
Total	125	252	90%	90%	86%	89%	88%	91%	87%	89%
Female	46	102	87%	88%	83%	86%	83%	90%	83%	85%
Male	79	150	92%	91%	88%	90%	91%	92%	90%	91%
Asian	3	4	67%	75%	67%	75%	67%	75%	67%	75%
Black	7	24	43%	67%	57%	67%	29%	70%	43%	63%
Hispanic	12	33	73%	81%	82%	91%	67%	90%	73%	88%
Mixed Race	6	15	83%	80%	83%	80%	67%	73%	83%	73%
White	97	176	97%	96%	90%	93%	96%	96%	93%	94%
ELL	11	11	73%	73%	55%	55%	50%	50%	55%	55%
SpEd	20	30	75%	69%	50%	52%	63%	56%	65%	62%
EcoDis	43	86	83%	83%	79%	79%	73%	80%	79%	79%

Grades 4-6 Discipline Data: 2023-2024

Grade Level:	Grade 4	Grade 5	Grade 6
Office Referrals	11	32	100
Suspensions	1	2	14

Grades 4-6 SEL Data: 2023-24

Competency/ Well-Being Measure:	Students Who Responded Favorably @ IRQ:	Students Who Responded Favorably District-Wide:	Students Who Responded Favorably Nation-Wide:
Self-Management: <i>How well students manage emotions, thoughts, and behaviors in different situations.</i>	70%	71%	72%
Social Awareness: <i>How well students consider the perspectives of others and empathize with them.</i>	66%	69%	66%
Supportive Relationships: <i>How supported students feel in relationships w/ friends, family, and adults in school.</i>	88%	90%	89%
Growth Mindset: <i>Students' perceptions of whether they have the potential to change those factors that are central to their performance in school.</i>	64%	60%	52%
Emotional Regulation: <i>How well students regulate their emotions.</i>	43%	45%	48%

% of Students in Gr 4-6 Chronically Absent (Missing 10% or More of School Days)

Ethnographic Data	2018-2019	2021-2022	2022-2023	2023-2024
Total	6%	21%	16%	15%
Female	7%	22%	15%	14%
Male	5%	19%	17%	16%
Asian	6%	21%	13%	25%
Black	13%	42%	31%	18%
Hispanic	4%	41%	21%	29%
Mixed Race	19%	43%	39%	35%
White	5%	16%	13%	10%
ELL	8%	20%	28%	42%
SWD	10%	39%	32%	18%
EcoDis	13%	36%	30%	31%

Building Based Goals

Focus Area: Instruction & Curriculum

Goal(s):

- **By June of 2025, 58% of ELL students and 60% of Special Education students in Grades 4-6 will be proficient in reading comprehension as measured by Aimsweb.**
- **By June of 2025, 82% of ELL students and 59% of Special Education students in Grades 4-6 will be proficient in Number Sense Fluency as measured by Aimsweb.**

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>Students will be consistently engaged in learning experiences aligned to the WICSD instructional model and marked by regular differentiation, feedback, assessment for learning and culturally-responsive pedagogy to include:</p> <ul style="list-style-type: none"> • Intentional relationship-building marked by acts of caring and trust (“affective glue”); connection with others; and the affirmation and validation of students and their cultural identities; • Intentional “alliance-building” marked by shared, student-friendly goal-setting; student-friendly checklists and rubrics; student-friendly tools and protocols for students to set and track their own progress toward specific goals; and frequent engagement in reflective and metacognitive discourse and protocols; • Student-teacher partnerships marked by “personal warmth coupled with active demanding-ness;” • Frequent opportunities for students to engage in discourse; and • Instructional patterns of Cueing the Brain to Pay Attention; Chunking Information; “Chewing” through Active Processing; and Application/Review 	<p>Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings</p> <p>Walk-through data collection</p> <p>SBPT/Shared Decision-Making Team analysis of walk-through data</p>	<p>Classroom/Content-Area Teachers</p> <p>Related-Service Providers/Staff</p> <p>Lead Teacher</p> <p>Building Principal</p> <p>SBPT/SDMT</p>	<p>Goal: Consistent application of Instructional Model & CRP in all instructional settings as measured by walk-through data</p> <p>Updated Progress:</p>	<p>Goal: Increases in Aimsweb data noted above</p> <p>Updated Progress:</p>

Focus Area: Instruction & Curriculum

Goal(s):

- **By June of 2025, students in Grades 4, 5, and 6 will meet or exceed the county-wide 2023-24 proficiency rates of 68%, 60%, and 66%, respectively, on the NYS Math Assessment.**
- **By June of 2025, students in Grades 4, 5, and 6 will meet or exceed the county-wide 2023-24 proficiency rates of 53%, 48%, and 52%, respectively, on the NYS ELA Assessment.**

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"> • Students will consistently engage in learning experiences aligned to the WICSD instructional model and marked by regular differentiation, feedback, assessment for learning and culturally-responsive pedagogy. • Faculty and instructional staff will leverage the DataWise process in order to collaboratively analyze data and student work at regular grade-level content-area meetings and use this analysis to inform instruction and classroom practice. 	Collaborative grade-level analysis of state assessments and student performance on each	Classroom/Content-Area Teachers Related-Service Providers/Staff	Goal: STEAM & Humanities teams at each grade-level are meeting monthly to analyze data and student performance	Goal: Increases in performance on state assessment noted above
	Collaborative grade-level analysis of common formative unit assessments and student performance on each	Lead Teacher Building Principal		
	Collaborative grade-level analysis of curriculum-based performance tasks and outcomes in order to ensure alignment to state standards and levels of rigor			

Focus Area: Well Being of Self and Community

Goal(s): By June of 2025, students in grades 4-6 who are chronically absent will decrease to 12% from 15% in 2023-24; with ELL students in grades 4-6 who are chronically absent will decrease to a rate of below 40%.

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 monthly celebration of classrooms with high attendance on Morning Announcements • Develop attendance celebration/updates on Morning Show • Develop direct communication with families re: attendance, including slides at Curriculum Night, all-school letter, and ELL Family Night (w/ rationale for attendance) • Develop Teacher Talking Guide for Having Attendance Conversations • Highlight attendance on electronic bulletin board • Develop visits from Model Students via 6th-Graders and Mosaic Club • Develop individual intervention/attendance plans by SES Team • Embed discussion of attendance and attendance anxieties into Morning Meeting 	<p>Monthly attendance rate review by SES Team</p> <p>Review of Individual/Tier 3 intervention plans for high-risk students</p>	<p>Classroom/Content-Area/HR Teachers</p> <p>Related-Service Providers/Staff, including SES Team led by M. Bigsby</p> <p>Lead Teacher</p> <p>Building Principal</p>	<p>Goal: A chronic absentee rate at or below 12% for all students and at or below 40% for ELLs</p> <p>Updated Progress:</p>	<p>Goal: A chronic absentee rate at or below 12% for all students and at or below 40% for ELLs</p> <p>Updated Progress:</p>

Focus Area: Well Being of Self and Community

Goal(s): By June of 2025, student access to instruction will increase by reducing number of office referrals to below 125 from a total of 143 in 2023-24; with 6th-grade referrals decreasing to 80 from 100 in 2023-24.

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"> • Implement daily meeting/circle protocols in every classroom, including use of first three units of Caring School Community curriculum • Develop/implement restorative practice/TCI protocol professional-learning review for faculty and staff, including lunch and recess staff • Increase students’ independence with self-regulation by increasing use of Zones of Regulation, including curriculum-based visuals • Continued professional learning/capacity-building with Zones of Regulation at Faculty Meetings • Increased supervision of Grade 6 hallway transitions to include traditional line-order and special-area transitions 	<p>Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings</p> <p>Walk-through data collection</p> <p>SBPT/Shared Decision-Making Team analysis of walk-through data</p> <p>Referral Tracking</p> <p>Log of office referrals</p>	<p>Classroom/Content-Area/HR Teachers</p> <p>Related-Service Providers/Staff and SES Team</p> <p>Lead Teacher</p> <p>Building Principal</p>	<p>Goal: Office referrals of less than 50 in total, less than 30 for sixth grade</p> <p>Updated Progress:</p>	<p>Goal: Office referrals of less than 125 in total, under 80 in sixth grade</p> <p>Updated Progress:</p>

Focus Area: Well Being of Self and Community

Goal(s): By June of 2025, the percentage of students who respond favorably to the Emotional Regulation competency measure on the Panorama SEL survey will increase to 48% from 43% in 2023-24.

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"> • Students will improve their ability to apply emotional regulation strategies, enhance self-awareness, manage stress, and improve their overall well-being by... <ul style="list-style-type: none"> ○ Engaging in daily morning-meetings/circles; ○ Engaging in regular opportunities to engage in self-awareness and metacognitive strategies as part of regular academic instruction and learning outcomes; ○ Being prompted to use Zones of Regulation throughout their school-day as a tool for increasing self-awareness and managing stress; ○ Improving their ability to independently apply the use of Zones of Regulation throughout their school day • Teachers and staff will engage in professional learning in order to learn, apply, and teach specific interventions and strategies—such as Calming Bins 	<p>Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings</p> <p>Walk-through data collection</p> <p>SBPT/Shared Decision-Making Team analysis of walk-through data</p> <p>SES Team Visit/Referral Data Tracking Log to assess frequency of visits and target students in need of additional interventions</p>	<p>Classroom/Content-Area/HR Teachers</p> <p>Related-Service Providers/Staff and SES Team</p> <p>Lead Teacher</p> <p>Building Principal</p>	<p>Goal: Office referrals of less than 50 in total, less than 30 for sixth grade</p> <p>Updated Progress:</p>	<p>Goal: Office referrals of less than 125 in total, under 80 in sixth grade</p> <p>Updated Progress:</p>

Department Goals and Strategies

Department: STEAM (Science)

Goal: By June 2025, Grade 5 students proficiency rate on the NYS Science assessment will increase to 50% from 43% in 2023-24.

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"> All students will engage in hands-on science investigations and curriculum to complete units with fidelity and align to NYS learning standards Teachers and staff will analyze released NYS test questions in order to inform instruction and identify targeted areas of need Teachers and staff will create common unit assessments in order to measure progress toward intended outcomes and promote student stamina Teachers will create and students will engage in scenario-based learning tasks and experiences Teachers will collaborate during department meetings with grade-level and cross-grade teams 	Creation of unit tests/scenario-based learning tasks	STEAM Curriculum Supervisor	Goal: All students will have completed 1 unit test and 1 scenario-based learning task	Goal: All students will have completed at least two unit tests and multiple scenario-based learning tasks/grade-level investigations
	Data/feedback from science investigations	STEAM Curriculum TOSA Classroom Teachers		
	Department meeting agendas and feedback	Principal Lead Teacher SBPT/SDMT		

Department: STEAM (Math)

Goal: By June 2025, all grades will increase the number of students performing at or above grade level using the iReady Benchmark data for that cohort:

- **The Grade 4 cohort will increase to 68% at/above grade-level from 63% in 2023-24.**
- **The Grade 5 cohort will increase to 70% at/above grade-level from 65% in 2023-24.**
- **The Grade 6 cohort will increase to 64% at/above grade-level from 59% in 2023-24.**

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"> • Teachers will implement new iReady curriculum with fidelity in all STEAM classrooms, continuing to increase their understanding of and ability to implement the curriculum in order to ensure student mastery of essential standards • Students will consistently engage in learning experiences in the new I-Ready Math curriculum, working towards CCLS and WICSD essential standards outcomes. • Teachers and students will develop their proficiency in engaging with the core structures of iReady Math in order to deepen students’ mathematical understandings • All students will have access to essential standard proficiency and mastery through the use of differentiated learning strategies and materials • Students will engage in increased opportunities to apply mastered skills to real world situations. • Students and teachers will continue to engage in a spiraling of previous learning with new concepts and skills. 	<p>Student performance on “Quick Quizzes” and “Comprehension Checks.”</p> <p>Performance on common formative assessments/unit tests</p> <p>Teacher observations and student check-ins</p> <p>Department meeting agendas and feedback</p>	<p>STEAM Curriculum Supervisor</p> <p>STEAM Curriculum TOSA</p> <p>Classroom Teachers</p> <p>Intervention teachers</p>	<p>Goal: All students will have completed at least two iReady Math Units and assessments</p> <p>Updated Progress:</p>	<p>Goal: All students will show growth equal to or greater than the national norm as measured by the iReady Math, iReady Reading, and ORF assessments; All students will have completed all required iReady units/assessments</p> <p>Updated Progress:</p>

Department: Humanities

Goal: By June 2025, students in all grades will increase their proficiency in vocabulary as measured by the AimsWeb Plus benchmark assessments with...

- **ELL students in the Grade 4 cohort increasing their rate of vocabulary proficiency to 63% from 57% in 2023-24.**
- **ELL students in the Grade 5 cohort increasing their rate of vocabulary proficiency to 34% from 29% in 2023-24.**
- **ELL students in the Grade 6 cohort will increase their rate of vocabulary proficiency to 25% from 20% in 2023-24 and Special Education students in the Grade 6 cohort will increase their rate of vocabulary proficiency to 30% from 25% in 2023-24.**

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"> • Students will engage in the LETRS vocabulary protocol aligned with each CKLA unit as part of regular instruction in Grade 4. (Tier I) • Teachers and staff will engage in professional learning in order to learn, apply, and teach specific vocabulary interventions, skills, and strategies across all content areas • Students will engage in learning experiences that involve grade-level, or above, texts with sophisticated vocabulary (ex., read aloud or independent reading) • Students will have consistent opportunities for independent reading in a variety of texts • Teachers will communicate with families re: the importance of reading and conversation at home to improve school performance and vocabulary growth • Classroom, intervention, special education and ENL teachers will collaborate in order to identify effective strategies to strengthen vocabulary 	<p>AimsWeb Plus Benchmarks & Progress Monitoring</p> <p>Student-centered goal-setting and self-assessment</p> <p>Intervention Reviews</p> <p>AWP ORF progress monitoring</p> <p>SpEd and ENL team meetings</p>	<p>Classroom Teachers</p> <p>ENL Teachers</p> <p>Intervention Teachers</p> <p>IST/PST Teams</p> <p>Humanities TOSA</p> <p>SBPT/SDMT</p>	<p>Goal: Progress toward EOY goal outlined above evidenced in mid-year benchmarks</p>	<p>Goal: See above</p>
	<p>Updated Progress:</p>	<p>Updated Progress:</p>		

Department: Special Areas

Goal: By June 2025, students will routinely be able to identify learning targets/intended outcomes of each lesson as well as at least three elements of success criteria for each lesson.

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>Teachers will foster high expectations by implementing rigorous instruction and consistent application of the Instructional Model to include differentiated instruction, modeling, direct instruction, and high-engagement exploration experiences to reach different learning styles by...</p> <ul style="list-style-type: none"> ○ Introducing skills ○ Giving students opportunities to attempt skill briefly (warm-up activity) ○ Highlight/celebrate growth and instruct points of emphasis ○ Identify snapshot of specifics within a desired skillset and reiterate key points and language through lesson ○ Share curriculum outline with families ○ Maximize time on task (repetitions) on a desired skill ○ Culminating activity/student application that showcases skill acquisition such as game situations, final projects, composition, etc. <p>At the beginning of each unit/lesson, teachers will clearly communicate/highlight learning targets/intended outcomes, performance task aligned to that target, and the success criteria for each task—providing clear models for what different levels of success look like for a given skill to ensure</p> <p>Students will show that they understand what they are working towards and how their progress compares to the desired outcome by being able to explain success criteria for each lesson target/performance task.</p> <p>Teachers will routinely identify success criteria by modeling for students what success looks like with desired skill</p>	<p>Teacher observations</p> <p>Student conferences</p> <p>Classroom Closure</p> <p>Summative assessment</p> <p>SBPT/SDMT</p>	<p>Classroom Teachers</p> <p>Students</p>	<p>Goal: Students will be able to identify desired outcomes of various skills in special areas, highlighting at least 3 intended outcomes per skill</p> <p>Updated Progress:</p>	<p>Goal:</p> <p>Updated Progress:</p>

Department: Climate and Culture

Goal: By June of 2025, the percentage of students who respond favorably to the Social Awareness competency measure on the Panorama SEL survey will increase to 69% from 66% in 2023-24.

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"> Students and staff will engage in daily community circles/morning meetings (using Caring School Community curriculum, morning meetings suggestions) in order to foster a positive and inclusive school climate and enhance relationships, communication, and mutual respect among students and staff Students will engage in building-wide team-building events, including Team-Building Day and the CARE Assembly Students and staff will engage in restorative conversations, circles, and other protocols in order to address misbehavior and problem-solve Students will use of behavioral reflection sheets to further support restorative practices SES Team will leverage referrals to identify students who may need additional support, develop interventions, and provide such interventions/support. 	Teacher/SES member partnerships Student Panorama surveys Weekly SES team meetings and referrals	Classroom Teachers Principal SES Team	Goal: Panorama SEL data related to social awareness will improve from 66% to 69%	Goal: Panorama SEL data related to social awareness will improve from 66% to 69%
				Updated Progress:

Department: Climate and Culture				
Goal: By June of 2025, the percentage of students who respond favorably to the Supportive Relationships competency measure on the Panorama SEL survey will increase to 90% from 88% in 2023-24.				
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>Students, teachers, and staff will engage in a CARE assembly at the start of the year to enhance students' comprehension of expected behaviors and core character values in order to cultivate a profound sense of community and belonging through the strategic implementation of CARE initiatives to include:</p> <ul style="list-style-type: none"> • SES Team will create, develop, and display/distribute classroom visuals related to our CARE initiatives • Students will engage in student-led discussions regarding CARE initiatives to increase student ownership and agency • Students will engage in ongoing reflection on the elements of CARE and their direct correlation to behavior • Students and staff will work together to leverage CARE letter protocol/system to recognize and celebrate student success • SES Team will communicate with all stakeholders regarding the CARE program 	<p>Behavioral referral data</p> <p>SES meetings</p> <p>CARE letter data</p>	<p>Principal</p> <p>SES Members</p> <p>All teachers/staff</p>	<p>Goal: All students will receive a minimum of 4 CARE letters by mid-year</p>	<p>Goal: Our building will have recognized 1,800 acts of CARE resulting in a building-wide end of year celebration</p>