Dake Junior High School

School Based Plan

2025-2026

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												
	1	**1**	**2**	**2**	**3**	**3**	**4**	**4**	**Total**	**Passing**	**Passing**	**Refusal**	**NYS**
District	28	28.00%	48	48.00%	23	23.00%	1	1.00%	100	24	**24.00%**	69	**34%**
Dake	28	28.00%	48	48.00%	23	23.00%	1	1.00%	100	24	**24.00%**	69	

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

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

IReady Assessments – Spring 2024-25 Results

Grade 7 Reading 24-25

		District Total											
		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 %	23-24 EOY On or Above Level %	22-23 EOY On or Above Level %
	Total	248	100%	599	80	32%	37	15%	48	83	53%	56%	51%
Gender	F	98	40%	604	28	29%	15	15%	26	29	56%	57%	61%
	M	150	60%	596	52	35%	22	15%	22	54	51%	55%	41%
	X	0	0%	-	0	-	0	-	0	0	-	100%	0%

Race	**A**	3	1%	587	2	67%	0	0%	0	1	33%	46%	25%
	B	21	8%	581	9	43%	3	14%	3	6	43%	24%	39%
	H	33	13%	576	18	55%	6	18%	3	6	27%	38%	28%
	I	0	0%	-	0	-	0	-	0	0	-	0%	0%
	M	17	7%	567	9	53%	2	12%	3	3	35%	62%	44%
	W	174	70%	609	42	24%	26	15%	39	67	61%	65%	58%
	ELL	8	3%	556	7	88%	0	0%	0	1	13%	29%	17%
	SpEd	39	16%	545	26	67%	7	18%	3	3	15%	3%	31%
	EcoDis	83	33%	578	40	48%	13	16%	11	19	36%	41%	28%

Grade 8 iReady Reading 24-25

District Total													
		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 %**	**23-24 EOY On or Above Level %**	**22-23 EOY On or Above Level %**
	Total	250	100%	607	78	31%	39	16%	55	78	53%	41%	53%
Gender	**F**	120	48%	614	35	29%	12	10%	28	45	61%	47%	58%
	M	128	51%	600	43	34%	27	21%	26	32	45%	37%	48%
	X	2	1%	662	0	0%	0	0%	1	1	100%	0%	-

Race	A	13	5%	594	6	46%	2	15%	3	2	38%	0%	67%
	B	19	8%	580	11	58%	1	5%	2	5	37%	25%	14%
	H	35	14%	586	16	46%	8	23%	5	6	31%	25%	41%
	I	0	0%	-	0	-	0	-	0	0	-	-	50%
	M	12	5%	609	4	33%	3	25%	3	2	42%	40%	27%
	W	171	68%	615	41	24%	25	15%	42	63	61%	47%	61%
	ELL	7	3%	565	5	71%	1	14%	1	0	14%	0%	0%
	SpEd	33	13%	535	26	79%	4	12%	1	2	9%	19%	32%
	EcoDis	96	38%	582	46	48%	12	13%	16	22	40%	24%	38%

Grade 7 iReady Math 24-25

District Total													
		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 %	23-24 EOY On or Above Level %	22-23 EOY On or Above Level %
	Total	243	100%	505	52	21%	65	27%	64	62	52%	60%	59%
Gender	F	95	39%	507	17	18%	27	28%	35	16	54%	59%	61%
	M	148	61%	504	35	24%	38	26%	29	46	51%	61%	57%
	X	0	0%	-	0	-	0	-	0	0	-	100%	0%

Race	**A**	**2**	**1%**	**544**	**0**	**0%**	**0**	**0%**	**0**	**2**	**100%**	**73%**	**0%**
	B	**22**	**9%**	**482**	**10**	**45%**	**6**	**27%**	**4**	**2**	**27%**	**35%**	**42%**
	H	**32**	**13%**	**490**	**13**	**41%**	**11**	**34%**	**3**	**5**	**25%**	**38%**	**43%**
	I	**0**	**0%**	**-**	**0**	**-**	**0**	**-**	**0**	**0**	**-**	**0%**	**0%**
	M	**15**	**6%**	**493**	**5**	**33%**	**5**	**33%**	**2**	**3**	**33%**	**67%**	**40%**
	W	**172**	**71%**	**512**	**24**	**14%**	**43**	**25%**	**55**	**50**	**61%**	**68%**	**67%**
	ELL	**8**	**3%**	**474**	**5**	**63%**	**2**	**25%**	**0**	**1**	**13%**	**14%**	**17%**
	SpEd	**42**	**17%**	**467**	**24**	**57%**	**8**	**19%**	**8**	**2**	**24%**	**20%**	**35%**
	EcoDis	**82**	**34%**	**487**	**30**	**37%**	**27**	**33%**	**13**	**12**	**30%**	**45%**	**43%**

Grade 8 iReady Math 24-25

District Total													
		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 %**	**23-24 EOY On or Above Level %**	**22-23 EOY On or Above Level %**
	Total	137	100%	491	57	42%	43	31%	28	9	27%	22%	33%
Gender	**F**	72	53%	494	29	40%	26	36%	10	7	24%	25%	39%
	M	63	46%	486	28	44%	17	27%	17	1	29%	20%	27%
	X	2	1%	534	0	0%	0	0%	1	1	100%	0%	-

Race	**A**	11	8%	490	7	64%	2	18%	1	1	18%	33%	60%
	B	16	12%	488	9	56%	4	25%	0	3	19%	6%	12%
	H	31	23%	488	15	48%	7	23%	6	3	29%	20%	29%
	I	1	1%	474	1	100%	0	0%	0	0	0%	-	0%
	M	8	6%	506	3	38%	2	25%	3	0	38%	25%	40%
	W	70	51%	492	22	31%	28	40%	18	2	29%	25%	36%
	ELL	10	7%	483	7	70%	0	0%	2	1	30%	17%	0%
	SpEd	32	23%	454	25	78%	4	13%	2	1	9%	14%	30%
	EcoDis	79	58%	485	42	53%	18	23%	11	8	24%	15%	25%

Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Implement the WI Instructional Model and Blueprint to directly impact student learning through evidence base differentiation and targeted direct instruction to increase the percentage of students achieving proficiency or higher on assessments by 5% **2025** **ELA** Results: Grade 7 – 61.43% Grade 8 - 56.73% **2025 NYS Math** Results: Grade 7 –75.25% Grade 8 – 24% 2025 Math 8 Final Exam Results: 53% pass rate **2025 Math 7 Final Exam Results:** 69% pass rate **2025 Algebra Regents:** 99% pass **2025 NYS Science 8** Results: 24% **2025 Biology:** 100% **2025 World Language:** **2025 Social Studies:** Grade 7- 52.97% **Grade 8-** 67.67%				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
	Faculty meetings, attendance,	Administration,	**Goal**: Faculty will have participated in faculty meeting professional	**Goal**: Faculty can explain how they implement the best

• Provide professional learning in at least 3 faculty meetings designed around the Instructional Model and Blueprint by December 2025. ○ Specifically: Redefine Rigor, direct instruction, the social brain, group instruction. • In the second semester, staff members will dive deeper into a specific area to learn more about and demonstrate their understanding of the instructional model by sharing examples of their work during two faculty meetings.	supervision process, teacher creation of goals.	Administration Teachers	learning opportunities, and survey results will indicate growth has occurred. **Updated Progress:**	practice focus areas supporting the Instructional Model in their planning and instruction. **Updated Progress:**

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

Goal(s):

Implement a comprehensive plan for embedding Social Emotional Learning into the fabric of the school so all students, staff and families feel welcomed, safe, valued, and supported.

Current Attendance Rate: 94%, Chronic absentee rate for 2023: 21%

Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
• Collect baseline and end of year data from stakeholders • Implement a plan using School Connect, curriculum, common vocabulary and celebrations throughout the year to strengthen the social emotional wellbeing of our community. • Continue to build community's understanding of the CASEL competencies and the SEL celebrations: a. Families will receive information in monthly newsletters b. Staff will experience professional learning opportunities in meetings, weekly bulletins and suggested readings. c. Students will learn about social emotional management and self-care in classroom lessons, small group teaching and building activities. d. The building will enhance school-wide recognition systems for students and staff.	Survey data, School Connect implementation, building celebrations, common vocabulary, copies of newsletters, meeting agenda, emails and copies of shared reading, tracking of classroom lessons	Administration Teachers Counselors and Mental Health Staff	**Goal:** 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. **Updated Progress:** • 18% chronically absentee rates as of January 2025 (decreased compare) • Average daily attendance 93%	**Goal:** Survey data indicates stakeholders feel welcomed, safe, valued and supported at Dake. **Updated Progress:**

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)				
Goal(s): Refining and leveraging building protocols/procedures to decrease chronic absenteeism below 16%				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		

• Review & update Attendance Handbook
• Refining IST processes to identify primary interventions for chronic absenteeism.
  ○ Creating attendance success plan
  ○ Contacting home /IC Contact Log
  ○ Utilizing "Attendance Works" resources to support students
  ○ Utilizing Panorama to support with student intervention plans
• Maintaining accurate reporting of attendance in Infinite Campus
	Through IST and PST structures, data pulls, attendance letters, monthly staff updates on attendance in faculty meetings, Principal bulletin, Family newsletters	Administration
		Teachers
		SBPT members
		Counselors and Mental Health Staff
			Goal: IST monthly with a focus on attendance
			
			Updated Progress:
				Goal:
				
				Updated Progress:

Department
Goals and Strategies

Department: Art				
Goal(s): ▪ Use the instructional model, relationships and culturally responsive teaching to make connections between art and everyday life. ▪ Implement one-point rubrics to ensure timely, thoughtful feedback that allows students to align their understanding of the curriculum with life-long applications.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
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. Infuse more opportunity for student critique to learn from others and promote a growth mindset. Community building practices to build trust and connection both within the classroom and through interdisciplinary connections within the local community.	-Teacher Feedback to Students -Student Reflections -Student Goal Setting through project brainstorm	Art Teachers	**Goal:** 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.	**Goal**: There will be an increase in student skill, connection making and risk-taking through meaningful reflection of learning.
			Updated Progress: Using 1 pt. rubrics and verbal critiques to help students to articulate levels of accomplishment and encourage revision process for areas of needed growth.	**Updated Progress:**

Department: Counseling				
Goal(s): ▪ Develop and provide to technology department CASEL competency visual/information to be posted on the Dake counseling website.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
• Develop CASEL competency visual information. o Investigate resources to include on counseling website o Research CASEL competencies o Consult comprehensive counseling plan	-Counselor/ counselor admin meetings -Dept. Meeting curriculum planning	-Dake counselors, admin	**Goal:** Have all the CASEL competencies resources researched.	**Goal:** Have the website updated with CASEL competency information.
			Updated Progress: The counselors have spent time researching the CASEL	**Updated Progress:** CASEL competency information has been

			resources and have updated classroom SEL lessons to reflect more of the CASEL ideology.	added to the website with both the wheel visual and a write-up explaining the breakdown of the visual.

Department: English Language Arts				
Goal(s): • Continue to develop strategies for student vocabulary acquisition utilizing the Vocabulary Instructional Handbook. • Create and begin implementing new RtI curriculum to provide students with additional intervention and extension opportunities.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
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	**Goal:** Teachers will instruct students on at least half of the designated grade-level morphemes in the Vocabulary Instructional Handbook.	**Goal:** Teachers will instruct students on all designated grade-level morphemes in the Vocabulary Instructional Handbook.

	-teacher reflection on strategies used and their impact.		**Updated Progress:** ELA 7 and 8 are making progress through the designated morphemes (we have covered 11/21 in 7th grade, 13/19 in 8th grade). Teachers have utilized different strategies and activities for students to engage in morpheme instruction. Examples in the link: Vocabulary.pptx	**Updated Progress:**
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. -Student progress and response to interventions throughout the year	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.
			Updated Progress: 7th and 8th grade teams are awaiting professional learning for RtI, but we have been providing new instruction based on priority standards. 7th grade has created 3 units of RtI and Sem. 1 of Extension RtI. 8th grade Extension continues to build word work beyond the handbook, sophistication of sentences. Examples in the link: RtI Evidence.pptx	**Updated Progress:**

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.

Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Use research based best practices that promote student engagement in real- world, life skills experiences. Then applying the skills to practical experiences.	Student feedback Observations Teacher feedback Department meetings	FACS teacher	**Goal:** Provide students with real world experiences that are engaging. **Updated Progress:**	**Goal:** Students have encountered real world experiences to prepare them to be independent adults. **Updated Progress:**
2)Implement self-assessment rubrics for students to grasp their learning toward the life skill.			**Goal:** Increase student performance toward mastery and high proficiency using self-assessment rubrics. **Updated Progress.**	**Goal**: Students can demonstrate life skills at a mastery or high proficiency level to be independent. **Updated Progress:**

Department: Health			
Goal(s): ▪ To Implement consistent and constructive feedback through standard based grading ▪ 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			
Action Plan	**Plan to Assess**		

Include targeted instructional practice to examine	How will it be monitored?	Who is responsible?	Mid-Year Goal & Progress	End of the Year Goal & Progress
To ensure that we are utilizing standard based grading for ALL units of our health curriculum To reiterate the importance of empathy within the classroom to ensure we are creating a safe environment for all students	Department Meetings Teach Observations Quizzes/Tests/ Group work Peer collaborations	Department Meetings Health Instructors	**Goal:** To continue to add Standard Based Grading and 4 point rubrics to additional units within the curriculum	**Goal**: To incorporate rubrics and standard based grading to ALL units of the health curriculum
			Updated Progress:	**Updated Progress:**

Department: Mathematics				
Goal(s): ▪ Support students instructionally through data analysis aligned to the NYS Next Generation Standards while implementing the WICSD Instructional Model with the goal of increasing student pass rate on assessments by 5%.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Create CFA's within the math department and have data from assessments put into eDoctrina so that grade level information can be pulled by teacher, standard and learning target.	SBPT, Cabinet, Department Meetings Student goal setting in RTI and/or Supplemental	All Dake Math Faculty	**Goal:** Put at least 3 unit assessments into eDoctrina for each math course at Dake (Math 7, Math 8, Advanced Algebra)	**Goal:** Use data pulled from eDoctrina to make instructional shifts that align to the K-12 instructional model for the district.
			Updated Progress:	**Updated Progress:**

Department: Music
Goal(s): ▪ Develop effective verbal and written feedback on student performance that allows for attainable improvement and transfers across all musical literature they may encounter ▪ 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

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
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 Celebrate good work, and keep tasks brief and measurable so that students don't become frustrated 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 Individual and group reflections following concerts and other performances throughout the year	Student goal setting Student performance Teacher observation and reflection	Music Department	**Goal:** Students are beginning to fill in gaps in their knowledge and use new skills across all required literature Goal: Students collectively work towards successful concert experiences **Updated Progress:**	**Goal:** Students become independent and improvements in their performance that were once intermittent are now permanent. Goal: Students reflect back on their school year of concerts as positive experiences **Updated Progress:**

Department: Physical Education

Goal(s):

- Build a welcoming, safe and engaging learning environment that fosters social emotional learning and cultural awareness.
- 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.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
🕐 Deepen understanding of diverse student needs by ongoing professional development 🕐 Students will be able to locate different fitness facilities and navigate their way through muscular strength and endurance workouts. 🕐 Students will be able to have exposure to different career opportunities in community physical activity and fitness resources. 🕐	Data Analysis of Course Outcomes Students will value strong relationships and a sense of belonging in PE	PE Staff PE STAFF PE Staff	**Goal**: There will be an increase in student engagement.	**Goal:** Through the 20+ instructional units we provide 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.
			Updated Progress:	**Updated Progress:**

Department: Science				
Goal(s): ▪ Implementation of the four new NYS Intermediate Level Science Investigations. ▪ Development and implementation of new units aligned to the NYSSLS.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Content – Science • Create 2 3D common summative assessments in science 7 • Create 2 3D common summative assessments in science 8 • Create 2 3D common summative assessments in Living Environment • Enter new assessments into e-doctrina • Tag assessments with standards, topics, and skills	Grade level department meetings	Science Teachers	**Goal:** Create 1 assessment in each course Enter 1 assessment into edoctrina	**Goal:** Create 1 more common summative unit assessment in each course Enter 1 assessment into edoctrina Create 3 CFAs using the 3D format Create final exams in the NYS 3D assessment format
			Updated Progress: We have created 1 3D clustered assessment in Science 7	

			We have created 1 3D and clustered mid-term assessment in science 8 One science 7,8, and LE representative received NYS 3D assessment writing training LE has entered assessments into edoctrina	

Department: Social Studies				
Goal(s): ▪ Use student data to implement WI Instructional Model and Blueprint to deliver differentiated, targeted instruction—aiming to increase student proficiency/mastery on assessments by 5%.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
PL/Department Meeting time around performance-based learning and assessment (PBLA) and feedback	-Individual teacher meeting attendance Individual teacher goal implementation, observations, and reflections	- department teachers	**Goal:** Use Unit Assessments from 1-3 to determine if student proficiency is trending upward **Updated Progress:**	**Goal:** There will be a 5% increase in student proficiency on the EOY assessment. **Updated Progress:**
Use knowledge from PL opportunities to design research-based vocabulary and reading comprehension instructional opportunities/materials	- summative assessments -rubric design -data analysis -student work samples	- -Individual content teachers -department grade level team		

Department: Technology				
Goal(s): ▪ 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 ▪ Goal 2: Continue develop criteria to be used as part of an authentic assessment system across the tech program.				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Continue to review existing curriculum and seek opportunities to support advanced skills required in advanced coursed 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. Updated Progress:	Goal: Review and modify current practices for promoting enrollment in advanced courses Updated Progress:

Department: World Languages				
Goal 1: Continue to implement the WISCD instructional model with a focus on creating lessons and assessments that foster productive struggle and provide timely and effective feedback, ensuring all students are supported in progressing towards mastery of learning targets. Goal 2: Continue to foster a classroom environment where every student feels valued, has a strong sense of belonging and is comfortable taking risks, particularly in relationship to spontaneous productive language skills (Writing and Speaking)				
Action Plan ***Include targeted instructional practice to examine***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Goal 1: ▪ Identify and implement lessons that connect to students' lives and interests, making instruction more meaningful ▪ Differentiate lessons, activities and assessments, when possible, to meet the diverse needs and learning styles of students and ensure they are both appropriately challenged and supported	-Teacher feedback to student. - Peer feedback/self-reflections	-WL Dept - World Language Students -World Language Teachers	**Goal 1:**	**Goal**:. **Updated Progress:**

▪ Use research-based Standards-Based Grading practices to promote student accountability for their learning. ▪ Student reflection/peer evaluation to increase accountability and ownership of learning. ▪ Use CFAs to gauge student understanding and provide timely feedback Goal 2: ▪ 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. ▪ Identify and implement lessons that connect to student's lives and interests, making instruction more meaningful ▪ Design lessons that allow for student choice and input based on their unique backgrounds ▪ Provide opportunities in lessons for authentic, relevant conversations and writing tasks ▪ Provide scaffolds and modeling for speaking and writing activities, moving towards more engagement and confidence in these skills ▪ Use technology, such as We Will Write, to present writing and speaking in a fun and accessible manner ▪ Encourage participation in Culture Fair and World Language Week activities	-Standards-based rubrics. -Options to re-submit assessments to work towards Mastery, -Analysis of student performance on CFA -Student surveys			

Department: Special Education

Goal 1: The special education department will directly impact student learning though incremental shifts in practice that enhance specially designed instruction and differentiation. This will lead to a 5% decrease in SWD's who are performing 2 or more grade levels below for iReady reading and math and a 5% increase in SWD's meeting proficiency on the NYS math and ELA exams.

2024-2025 Data

- 7th grade iReady Reading – SWD's performing 2 or more grade levels below: 67%
- 8th grade iReady Reading – SWD's performing 2 or more grade levels below: 79%
- 7th grade iReady math – SWD's performing 2 or more grade levesl below: 57%
- 8th grade iReady math - SWD's performing 2 or more grade levesl below: 78%
- 7th grade NYS ELA – SWD's proficiency: 15%
- 8th grade NYS ELA – SWD's proficiency: 9%
- 7th grade NYS Math– SWD's proficiency: 22%
- 8th grade NYS Math– SWD's proficiency: 6%

Goal 2: The special education department will display the intentional use of targeted strategies that foster a welcoming, affirming environment through meaningful and authentic partnerships with families. This will be evidenced by a decrease by 5% in chronic absenteeism for SWD's.

2024-2025 Data

- 72% of SWD's attended regularly (28% chronically absent)

Action Plan	Plan to Assess		

Include targeted instructional practice to examine	**How will it be monitored?**	**Who is responsible?**	**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
Goal 1: Use of k-12 instructional model to inform all stages of planning process, with attention to differentiation, individual interventions, small group instruction and active engagement; data analysis of formative and summative assessments to inform specific skill building. • Department Meetings that provide choice professional learning on topics to enhance specially-designed instruction and differentiation. • Continued curriculum writing in self-contained classes. **Goal 2:** Identify and implement practices to create a welcoming and affirming classroom environment that contribute to positive educational outcomes Staff will communicate directly with families (phone, text, email, in person) at minimum monthly to share updates, concerns, and celebrations and more frequently depending on the unique profile and needs of the students. Communication will emphasize opportunities for positive feedback, partnership between home and school, and empathetic communication. • Department meeting professional learning and opportunities to reflect with other grade levels/buildings with similar roles on parent partnership approaches. • Case managers to develop systems for ensuring regular communication (e.g.	Monitored quarterly; Classroom observations, Collaboration between department members, Documented progress monitoring	Special Education Department Teachers Special Education Contact Teacher	Goal 1: Monitor mid-year formative assessments to articulate growth by 5%; Monitor fall and winter iReady data Goal 2: Mid-year survey of case managers regarding family communication. Mid-year review of attendance data. Updated Progress:	Goal: By June 2026, there will be a 5% decrease in SWD's who are performing 2 or more grade levels below for iReady reading and math and a 5% increase in SWD's meeting proficiency on the NYS math and ELA exams 2025-2026 data will show a decrease by 5% in chronic absenteeism for SWD's. Updated Progress:

newsletter, checklist/communication log, positive postcards)				