



Irondequoit High School
Shared Decision Making Team
2025-2026

Essential Questions:

How do we hold high expectations for all students and help them develop a sense of agency?

Student agency is thus defined as **the capacity to set a goal, reflect and act responsibly to effect change**. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others (Education Reimagined.org)

How do we implement our **K-12 Instructional Model** in order to directly **impact student achievement**?

Learning Targets:

- **I can** strengthen my instructional planning, lesson delivery, and response to students' strengths and areas of growth by using the instructional model and data review processes.
- **I can** further develop my understanding of restorative practices, social emotional learning and culturally responsive education practices to create and maintain an environment where all students, staff and families feel welcome, safe, valued and supported.
- **I can** strengthen my grading practices to support high quality learning and achievement while promoting equity for all students.

IHS Data Summary

2024-2025 Final Weighted Average (FWA) Student Performance by Content Area

FWA English						FWA Mathematics						FWA Science					
Percent of Students	Grades < 6					Percent of Students	Grades < 6					Percent of Students	Grades < 6				
Grade	0-64	65-79	80-100	#N/A	Grand Total	Grade	0-64	65-79	80-100	#N/A	Grand Total	Grade	0-64	65-79	80-100	#N/A	Grand Total
9	4.43%	19.19%	75.28%	1.11%	100.00%	9	8.86%	28.78%	61.25%	1.11%	100.00%	9	5.54%	28.78%	63.84%	1.85%	100.00%
10	7.49%	28.46%	62.55%	1.50%	100.00%	10	11.99%	36.70%	49.81%	1.50%	100.00%	10	9.36%	34.08%	55.81%	0.75%	100.00%
11	7.64%	29.51%	59.72%	3.13%	100.00%	11	8.68%	33.68%	50.35%	7.29%	100.00%	11	4.86%	25.35%	54.86%	14.93%	100.00%
12	1.20%	27.20%	63.20%	8.40%	100.00%	12	4.80%	15.20%	40.00%	40.00%	100.00%	12	2.00%	10.00%	34.80%	53.20%	100.00%
(blank)	0.00%	0.00%	50.00%	50.00%	100.00%	(blank)	50.00%	0.00%	0.00%	50.00%	100.00%	(blank)	50.00%	0.00%	0.00%	50.00%	100.00%
Grand Total	5.29%	26.07%	65.12%	3.53%	100.00%	Grand Total	8.72%	28.85%	50.46%	11.97%	100.00%	Grand Total	5.57%	24.77%	52.60%	17.07%	100.00%
FWA Social Studies						FWA World Language											
Percent of Students	Grades < 6					Percent of Students	Grades < 6										
Grade	0-64	65-79	80-100	#N/A	Grand Total	Grade	0-64	65-79	80-100	#N/A	Grand Total						
9	6.27%	22.14%	70.48%	1.11%	100.00%	9	3.32%	15.13%	70.48%	11.07%	100.00%						
10	10.49%	32.96%	55.81%	0.75%	100.00%	10	1.12%	11.99%	64.04%	22.85%	100.00%						
11	8.68%	29.86%	59.38%	2.08%	100.00%	11	0.35%	2.08%	50.69%	46.88%	100.00%						
12	2.40%	22.00%	66.80%	8.80%	100.00%	12	0.00%	0.80%	30.80%	68.40%	100.00%						
(blank)	0.00%	0.00%	50.00%	50.00%	100.00%	(blank)	0.00%	0.00%	0.00%	####	100.00%						
Grand Total	7.05%	26.81%	62.99%	3.15%	100.00%	Grand Total	1.21%	7.51%	54.27%	37.01%	100.00%						

2023-2024 Final Weighted Average (FWA) Student Performance by Content Area

FWA English					
Percent of Student	Grade Band				
Grade	0-64	65-79	80-100	#N/A	Grand Total
9	2.58%	18.82%	72.32%	6.27%	100.00%
10	7.89%	20.72%	62.83%	8.55%	100.00%
11	7.56%	22.34%	59.45%	10.65%	100.00%
12	1.43%	27.50%	51.79%	19.29%	100.00%
Grand Total	4.97%	22.34%	61.52%	11.17%	100.00%

FWA Mathematics					
Percent of Student	Grade Band				
Grade	0-64	65-79	80-100	#N/A	Grand Total
9	3.32%	22.51%	67.90%	6.27%	100.00%
10	7.89%	30.59%	52.63%	8.88%	100.00%
11	9.62%	29.21%	47.42%	13.75%	100.00%
12	4.64%	18.21%	38.21%	38.93%	100.00%
Grand Total	6.46%	25.31%	51.40%	16.84%	100.00%

FWA Science					
Percent of Student	Grade Band				
Grade	0-64	65-79	80-100	#N/A	Grand Total
9	4.43%	26.94%	64.21%	4.43%	100.00%
10	10.20%	25.66%	56.91%	7.24%	100.00%
11	6.19%	21.65%	49.48%	22.68%	100.00%
12	1.07%	8.93%	31.79%	58.21%	100.00%
Grand Total	5.58%	20.86%	50.61%	22.95%	100.00%

FWA Social Studies							
Percent of Student	Grade Band						
Grade	0-64	65-79	80-100	INC	P	#N/A	Grand Total
9	3.69%	26.57%	63.84%	0.00%	0.00%	5.90%	100.00%
10	8.55%	26.97%	57.57%	0.00%	0.00%	6.91%	100.00%
11	8.59%	23.02%	58.76%	0.00%	0.00%	9.62%	100.00%
12	2.14%	20.00%	65.00%	1.79%	0.36%	10.71%	100.00%
Grand Total	5.85%	24.17%	61.17%	0.44%	0.09%	8.29%	100.00%

FWA World Language					
Percent of Student	Grade Band				
Grade	0-64	65-79	80-100	#N/A	Grand Total
9	2.21%	17.71%	63.47%	16.61%	100.00%
10	0.66%	8.88%	62.17%	28.29%	100.00%
11	0.34%	1.37%	37.80%	60.48%	100.00%
12	0.00%	1.07%	38.93%	60.00%	100.00%
Grand Total	0.79%	7.16%	50.61%	41.45%	100.00%

2022-2023 Final Weighted Average (FWA) Student Performance by Content Area

English				
Count of Students	0-64	65-79	80-100	Grand Total
Row Label	0-64	65-79	80-100	Grand Total
9	10.26%	34.29%	55.45%	100.00%
10	6.46%	23.13%	70.41%	100.00%
11	9.06%	32.21%	58.72%	100.00%
12	3.34%	27.36%	69.30%	100.00%
Grand Total	7.22%	29.28%	63.50%	100.00%

Mathematics				
Count of Students	0-64	65-79	80-100	Grand Total
Row Label	0-64	65-79	80-100	Grand Total
9	7.72%	30.55%	61.74%	100.00%
10	9.97%	37.11%	52.92%	100.00%
11	7.53%	34.93%	57.53%	100.00%
12	7.94%	25.23%	66.82%	100.00%
Grand Total	8.30%	32.40%	59.30%	100.00%

Science				
Count of Students	0-64	65-79	80-100	Grand Total
Row Label	0-64	65-79	80-100	Grand Total
9	6.89%	28.20%	64.92%	100.00%
10	6.87%	31.62%	61.51%	100.00%
11	6.27%	31.71%	62.02%	100.00%
12	5.23%	23.53%	71.24%	100.00%
Grand Total	6.47%	29.44%	64.09%	100.00%

Social Studies				
Count of Students	0-64	65-79	80-100	Grand Total
Row Label	0-64	65-79	80-100	Grand Total
9	8.74%	27.51%	63.75%	100.00%
10	6.82%	33.23%	59.94%	100.00%
11	5.31%	31.56%	63.13%	100.00%
12	3.27%	22.72%	74.01%	100.00%
Grand Total	5.55%	27.93%	66.52%	100.00%

World Language				
Count of Students	0-64	65-79	80-100	Grand Total
Row Label	0-64	65-79	80-100	Grand Total
9	4.20%	20.23%	75.57%	100.00%
10	5.53%	12.56%	81.91%	100.00%
11	0.73%	7.30%	91.97%	100.00%
12	4.04%	3.03%	92.93%	100.00%
Grand Total	3.87%	13.06%	83.07%	100.00%

Student Sub Group Overall Performance 2024-2025:

Black						Hispanic						White					
Percent of Students	0-64	65-79	80-100	(blank)	Grand Total	Percentage of Students	0-64	65-79	80-100	(blank)	Grand Total	Percent of Students	0-64	65-79	80-100	(blank)	Grand Total
9	7.14%	28.57%	64.29%	0.00%	100.00%	9	9.30%	37.21%	53.49%	0.00%	100.00%	9	3.11%	18.13%	78.76%	0.00%	100.00%
10	7.69%	57.69%	34.62%	0.00%	100.00%	10	0.00%	56.76%	43.24%	0.00%	100.00%	10	1.65%	21.98%	76.37%	0.00%	100.00%
11	14.81%	40.74%	44.44%	0.00%	100.00%	11	4.76%	35.71%	59.52%	0.00%	100.00%	11	0.97%	22.82%	76.21%	0.00%	100.00%
12	5.13%	48.72%	46.15%	0.00%	100.00%	12	2.50%	47.50%	50.00%	0.00%	100.00%	12	1.20%	13.86%	84.94%	0.00%	100.00%
(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grand Total	8.33%	44.17%	47.50%	0.00%	100.00%	Grand Total	4.32%	43.83%	51.85%	0.00%	100.00%	Grand Total	1.74%	19.41%	78.85%	0.00%	100.00%

504						ELL				
Percent of Students	0-64	65-79	80-100	(blank)	Grand Total	Percentage of Students	65-79	80-100	(blank)	Grand Total
9	2.63%	28.95%	68.42%	0.00%	100.00%	9	50.00%	50.00%	0.00%	100.00%
10	0.00%	38.64%	61.36%	0.00%	100.00%	10	25.00%	75.00%	0.00%	100.00%
11	4.65%	39.53%	55.81%	0.00%	100.00%	11	40.00%	60.00%	0.00%	100.00%
12	2.13%	21.28%	76.60%	0.00%	100.00%	12	0.00%	100.00%	0.00%	100.00%
(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grand Total	2.33%	31.98%	65.70%	0.00%	100.00%	Grand Total	36.84%	63.16%	0.00%	100.00%

Student Sub Group Overall Performance 2023-2024:

Black				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	3.85%	57.69%	38.46%	100.00%
10	16.00%	40.00%	44.00%	100.00%
11	6.82%	47.73%	45.45%	100.00%
12	0.00%	60.00%	40.00%	100.00%
5Y	0.00%	0.00%	100.00%	100.00%
Grand Total	6.35%	50.79%	42.86%	100.00%

Hispanic				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	5.41%	51.35%	43.24%	100.00%
10	8.89%	26.67%	64.44%	100.00%
11	12.24%	40.82%	46.94%	100.00%
12	7.89%	44.74%	47.37%	100.00%
5Y	100.00%	0.00%	0.00%	100.00%
Grand Total	10.47%	39.53%	50.00%	100.00%

White				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	2.62%	19.37%	78.01%	100.00%
10	3.18%	24.55%	72.27%	100.00%
11	2.19%	17.49%	80.33%	100.00%
12	1.02%	19.80%	79.19%	100.00%
5Y	33.33%	33.33%	33.33%	100.00%
Grand Total	2.51%	20.58%	76.91%	100.00%

Students with 504				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	7.50%	25.00%	67.50%	100.00%
10	7.14%	40.48%	52.38%	100.00%
11	6.38%	19.15%	74.47%	100.00%
12	0.00%	27.08%	72.92%	100.00%
5Y	100.00%	0.00%	0.00%	100.00%
Grand Total	6.15%	27.37%	66.48%	100.00%

ELL Students				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	0.00%	0.00%	100.00%	100.00%
10	0.00%	71.43%	28.57%	100.00%
11	11.11%	33.33%	55.56%	100.00%
12	0.00%	0.00%	100.00%	100.00%
Grand Total	3.57%	28.57%	67.86%	100.00%

Student Sub Group Overall Performance 2022-2023:

Black					Latinix(Hispanic)					White				
Count of \$	Columnr ▾				Count of \$	Columnr ▾				Count of \$	Columnr ▾			
Row La ▾	0-64	65-79	80-100	Grand Total	Row La ▾	0-64	65-79	80-100	Grand Total	Row La ▾	0-64	65-79	80-100	Grand Total
9	17.53%	34.54%	47.94%	100.00%	9	7.00%	28.28%	64.72%	100.00%	9	4.82%	17.65%	77.53%	100.00%
10	9.97%	35.73%	54.29%	100.00%	10	12.24%	28.83%	58.93%	100.00%	10	3.80%	14.22%	81.98%	100.00%
11	11.98%	38.43%	49.59%	100.00%	11	14.14%	29.93%	55.92%	100.00%	11	3.17%	17.87%	78.95%	100.00%
12	5.37%	33.89%	60.74%	100.00%	12	14.13%	30.48%	55.39%	100.00%	12	4.32%	14.07%	81.61%	100.00%
Grand Tot	10.50%	35.62%	53.88%	100.00%	Grand Tot	11.70%	29.28%	59.02%	100.00%	Grand Tot	4.05%	16.04%	79.91%	100.00%

504					ELL				
Count of \$	Columnr ▾				Count of \$	Columnr ▾			
Row La ▾	0-64	65-79	80-100	Grand Total	Row La ▾	0-64	65-79	80-100	Grand Total
9	8.94%	25.17%	65.89%	100.00%	9	0.00%	50.00%	50.00%	100.00%
10	6.61%	20.66%	72.73%	100.00%	10	10.42%	22.92%	66.67%	100.00%
11	4.52%	24.37%	71.11%	100.00%	11	0.00%	32.00%	68.00%	100.00%
12	6.88%	19.90%	73.22%	100.00%	12	4.26%	42.55%	53.19%	100.00%
Grand Tot	6.60%	22.38%	71.02%	100.00%	Grand Tot	3.78%	36.22%	60.00%	100.00%

Students with Disabilities 2024-2025:

SWD						All Students					
Percent of Students	0-64	65-79	80-100	(blank)	Grand Total	Percent of Students	0-64	65-79	80-100	(blank)	Grand Total
9	8.51%	40.43%	51.06%	0.00%	100.00%	9	4.55%	22.73%	72.73%	0.00%	100.00%
10	5.71%	57.14%	37.14%	0.00%	100.00%	10	1.85%	32.22%	65.93%	0.00%	100.00%
11	2.56%	20.51%	76.92%	0.00%	100.00%	11	3.33%	26.33%	70.33%	0.00%	100.00%
12	2.38%	38.10%	59.52%	0.00%	100.00%	12	1.88%	25.56%	72.56%	0.00%	100.00%
(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(blank)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Grand Total	4.91%	38.65%	56.44%	0.00%	100.00%	Grand Total	2.94%	26.65%	70.41%	0.00%	100.00%

Students with Disabilities 2023-2024:

SWD Students				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	4.65%	44.19%	51.16%	100.00%
10	8.33%	35.42%	56.25%	100.00%
11	6.67%	43.33%	50.00%	100.00%
12	4.17%	39.58%	56.25%	100.00%
5Y	0.00%	0.00%	100.00%	100.00%
Grand Total	5.91%	39.90%	54.19%	100.00%

All Students				
Percentage of Students	0-64	65-79	80-100	Grand Total
9	2.87%	27.96%	69.18%	100.00%
10	5.36%	26.81%	67.82%	100.00%
11	4.58%	27.12%	68.30%	100.00%
12	1.71%	29.11%	69.18%	100.00%
5Y	45.45%	18.18%	36.36%	100.00%
Grand Total	4.07%	27.63%	68.30%	100.00%

Students with Disabilities 2022-2023:

SWD					All Students				
Count of Students	0-64	65-79	80-100	Grand Total	Count of Students	0-64	65-79	80-100	Grand Total
9	8.17%	28.88%	62.94%	100.00%	9	6.28%	20.76%	72.96%	100.00%
10	6.47%	33.03%	60.51%	100.00%	10	5.92%	20.52%	73.56%	100.00%
11	13.89%	29.44%	56.67%	100.00%	11	5.85%	22.67%	71.48%	100.00%
12	6.84%	23.45%	69.71%	100.00%	12	5.59%	19.53%	74.88%	100.00%
Grand Total	8.79%	29.11%	62.10%	100.00%	Grand Total	5.92%	20.88%	73.20%	100.00%

Attendance – By Percent:

- **Chronic Absenteeism is defined by NYS as 18 or more missed days / 180 or 90% or higher attendance. This means that students cannot miss more than 17 days all year.**
- **Students cannot miss more than 10% of the time enrolled.**
- **WICSD Policy 7140 acknowledges the importance of attendance as a vital component of learning and achievement and may deny course credit to students whose attendance falls below 85% of the scheduled class meetings.**

	24-25	23-24	22-23	21-22	20-21
Subgroup	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
All students	18.6%	19.2%	26.9%	31.6%	40.3%
Female	21.5%	22.0%	30.7%	33.1%	33.6%
Male	15.9%	16.5%	23.3%	30.3%	46.3%
Non-binary	0.0%	50.0%	0.0%	0.0%	0.0%
American Indian/Alaska Native	80.0%	80.0%	66.7%	66.7%	100.0%
Black	17.6%	20.5%	27.2%	33.6%	59.3%
Hispanic	23.0%	20.1%	43.4%	49.0%	57.1%
Asian/Pacific Islander	8.1%	19.6%	26.4%	26.5%	41.9%
Asian	8.1%	19.6%	26.4%	26.5%	41.9%
White	17.7%	18.7%	22.9%	27.1%	32.3%
Multiracial	22.0%	15.1%	27.7%	41.5%	63.0%
General Education	16.0%	17.7%	25.3%	29.4%	38.5%
Students with Disabilities	30.1%	26.6%	34.5%	44.1%	51.9%
Not ELL	18.7%	19.3%	26.7%	31.7%	39.8%
English Language Learner	14.3%	17.9%	34.6%	29.0%	57.6%
Economically Disadvantaged	26.1%	27.5%	39.2%	45.7%	51.6%
Not Economically Disadvantaged	14.4%	14.4%	19.4%	22.8%	33.4%

Graduation and June Diploma Performance

All are recorded in %

	2021	2022	2023	2024	2025
Four Year Cohort Graduation Rate	95.5	Total- 294 in Cohort 92.9 (6 students with CDOS) 94.9= Students Eligible for Regents Diploma	94%	94.3%	93%
Graduates earning Regents Diploma	100 (0 local)	86 students	83 students	117	116
Regents Diploma with Advanced Distinction	63	187	165	157	147
SWD	84.3 (84% Regents; 14% Adv)	Total = 71.4 % Students eligible for a Regents 83% (42-6/36)	82.5%	78.9%	81.5%
Economically Disadvantaged	89.6% (95 out of 106 graduates; 11 non completers)	86.5% (90/104 were 4 year grads; 14 were non completers)	88% (76/86 were 4 year grads, 10 were non-grads)	90%	83.1%
At Risk	71.4% (5 out of 7 students)	100%` 17 total 4 moved 14/14graduated in 4 years =	69% (11/16 were 4 year grads)	94%	
Non-Completers	4.7% (14/298) Ethnicity/Non-Completers: 20% Black (3) 40% White(6) 20% Hispanic(3) 20% Multi(3)	7.1% (21/294) CDOS students continue until 21=(6) 19% Drop out(4) 33% TASC (7) 19% until 21 (4) 5% Potential August Grads 24% Non Completers (5) 5% Asian (1) 19% Black (4)	6% (16/246) 18% Dropouts (3) 13% TASC (2) 31% Non-completers (5) 13% Until 21 (2) 25% Potential August grads (4) 6% Asian	6% (17/282) Dropouts (3) TASC (1) Until 21 (9) August Grads (4) Black (3) White (10) Hispanic (4)	6.3% 19/302 Dropouts (6) Until 21 (9) TASC (4) Black (3) Hispanic (6) White (9) Multi (1)

		38% White (8) 29% Hispanic (6) 9% Multi (2)	(1) 6% Black (1) 44% White (7) 38% Hispanic (6) 6% Multi (1)		
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Advanced Placement Exams

	2020	2021	2022	2023	2024	2025
Total # of AP students	307	283	240	257	245	283
# of exams written	538	520	440	439	423	496
% students scoring 3-5	71	48 *COVID /HYBR ID Year	72	74.7 %	78	77%
% of graduates with AP credit						

ADVANCED PLACEMENT EXAMS SUMMARY CHARTS BY COURSE

2021-2022				2022-2023			2023-2024			2024-2025		
Course Name	Scored 3% or higher	# of students	NY State 3% or higher	Scored 3% or higher	# of students	NY State 3% or higher	Scored 3% or higher	# of students	NY State 3% or higher	Scored 3% or higher	# of students	NY State 3% or higher
Biology	81.8%	22	66%	60%	25	62.6%	88%	22	69.2%	72%	43	
2 D Art Design	100%	1	84.3%	----	---	----	100%	1	79%	100%	1	
Calc AB	47.6%	21	50.9%	40%	15	54%	53%	8	60.7%	47%	19	
Calc BC	64.7%	17	75.4%	66.7%	18	77.2%	68%	13	81%	80%	20	
Chemistry	73.9%	23	57.4%	100%	9	80%	100%	22	82.1%	92.8%	14	
Computer Sci A	90.9%	11	68.5%	100%	4	65.5%	63%	5	64.5%	80%	5	
Computer Sci Principles	88.9%	9	57.3%	83.3%	6	60.6%	71%	5	63.9%	83.3%	12	
Drawing	100%	5	88.6%	100%	4	83.3%	100%	2	85.6%	100%	2	
English Lang	79.5%	39	53.3%	80.7%	26	54.5%	78%	31	53.6%	82.6%	46	
English Lit	90.5%	21	73.2%	100%	13	73.5%	100%	12	68.5%	88%	17	
German Lang	0%	1	81%	50%	2	83.0%	100%	3	86.3%	NA	NA	
Macro Econ	60.0%	35	55.6%	87.9%	33	72.9%	70%	14	72.5%	77.3%	44	
Music Theory	100%	4	61.9%	100%	4	62.8%	100%	4	62.3%	NA	NA	
Physics	58.3%	36	48.7	48.3%	58	53.5%	42%	14	55.5%	50%	2	
Physics C Electricity/ Mag	50%	4	65.5%	90.9%	11	70.2%	100%	12	69%	56%	9	
Physic C Mechanics	100%	5	72.7%	100%	11	74.8%	100%	12	78.2%	56%	9	
Psychology	40.7%	27	54.4%	57.5%	40	55.8%	69.6%	16	59.5%	71%	48	
Spanish	100%	1	81%	33.3%	3	83.6%	NA	NA	NA	100%	1	
Statistics	31.3%	16	53.9%	60%	25	57%	75.9%	22	62.6%	44%	25	
US Govt and Politics	59%	39	46.8%	74.3%	35	47.7%	80%	20	72.9%	84%	45	
APUSH	72.5%	51	47.3%	75.9%	29	48.7%	100%	49	74.3%	92%	66	
World History	82.7%	52	68%	89.7%	68	71.3%	75.4	46	70.9%	80%	64	

Fall Course Enrollments Related to School Plan Priorities

Course Enrollments and Seals	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% of Seniors Enrolled in Math % of seniors pursuing 4+ credits in Math	66 58	165/294= 56% 153/294= 53%	193/248 = 79% 149/248 = 60%	159/282 = 56.4% 150/282 = 53.2%	163/302 = 54% 143/302 = 47.4%
% of Seniors Enrolled in Science % of seniors pursuing 4+ credits in Science <i>Percentage of seniors enrolled in September</i>	56 47	131/294= 44.5% 134/294= 45.5%	155/248 = 62.5% 127/248 = 51%	149/282 = 52.8% 122/282 = 43.3%	135/302 = 44.7% 128/302 = 42.4%
Art Courses	491	560	719	618	613
Business Courses	448	472	459	599	686
World Language Courses	791	712	713	800	740
Seal of Civic Readiness				89 (32%)	90 (30%)
Seal of Biliteracy Diploma Designation	TBD	80	72	60(21%)	65 (21.5%)
Music Courses	241	238	256	271	244
Technology/Engineering Courses <i>Number of seniors enrolled in September</i>	362	430	432	503	552
CTE Diploma Designation	15	16	19	16	24
Total Student Population (9-12)	1156	1132	1143	1157	1154

Post High School %

	2020	2021	2022	2023	2024	2025
College Total:	73	65	67.3%	75.9	66%	66.3%
2 year college	21.10					17%
4 year college	52.10					47.4%
Employment	7.60	8.4	73%	11.4	14%	2% (5)
Military	1.0	1.7	1.4	0	1%	.3% (1)
Career Education/Apprenticeship	3.8		n/a	n/a	n/a	n/a
Year Off	2.10	2.8				n/a
Other/Unknown	12.30	22	13%	12.7	19%	31.5%

Regents Exam Results %

	2022		2023		2024		2025	
	65+	85+	65+	85+	65+	85+	65+	85+
ELA	88	55	91	76	88	51	91	51
ALGEBRA	85	11	86	51	79	12	60	5
GEOMETRY	67	20	73	29	66	18	63	13
ALGEBRA 2	90	29	90	55	98	28	93	23
LE	86	30	79	40	76	38	72	19
ES	66	29	81	27	82	37	75	32
CHEMISTRY	82	31	83	22	81	11	79	19
PHYSICS	71	21	73	40	50	50	82	9
GLOBAL	90	23	86	55	89	37	83	33
US	n/a	n/a	92	72	91	33	82	20
FRENCH	98	41	97	61.3	82	55	97	76
GERMAN	100	85	100	56.3	100	65	91	73
ITALIAN	100	80	100	90	100	96	98	83
SPANISH	92	30	90	35.1	90	31	94	46

Building Based Goals

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

Goal(s):

Provide cohesive and consistent implementation of the Instructional Model with an explicit focus on student centered learning, student independent application, and targeted differentiation to increase access for all students through increased checks for understanding and use of active responses in lesson plans measured through Common Formative Assessments progress, midterm results and Regents data by 10% across subgroup data.

Data:

- Algebra Regents passing rates have dropped from 78% (2022-2023) to 60% (2024-2025)
- Geometry Regents passing rates have dropped from 72% (2022-2023) to 63% (2024-2025)
- ELA Regents results have slightly increased over the past 3 years from 88% (2022-2023)- 90.6% (2024-2025)
- Global passing rates have dropped from 87% (2023-2024) to 84% (2024-2025) USHG passing rates have dropped from 90% (2023-2024) to 82% (2024-2025)
- Biology Living Environment—Mastery rates are not yet at pre-covid levels. Increase overall mastery rates (down .5% from last year)
- ICT sections had a lower passing rate than IHS building wide average in all other Regents exams
- ENL students in all Regents (except LE and Global- 1% lower for ELL than building wide) outperformed IHS average on each exam
- Seal of Biliteracy increased by 5 additional students; we aim to increase by another 5 students by June 2026
- Students taking music classes increased the past 3 years with a dip in 2024-2025
- 8:1:1 Program Living Environment passing rate dropped by 10% and Earth Science scores dropped by 22%.
- Post high school plans in the unknown category increased over the past 3 years from 12.7% (2022-2023) to 31.5% (2024-2025)

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use the K-12 instructional model to inform all stages of the planning process for all students, particularly attention to differentiation,	Walkthroughs, Post Observation, Student work samples, Planning, Supervision, Data Reviews and	Classroom teachers, Admin, Contact Teachers/Supervisors Directors, ASI	Goal: Increase in CFA and midterm results by 10%	Goal: Student sub-group achievement data will show improved achievement for all students by 10% increase in June 2026. Algebra & Geometry: Increase Regents results by 5%

rigor, and assessment/feedback to inform individual interventions. Professional learning focus through faculty meetings on incremental Tier I shifts. Algebra & Geometry: Increase use of active responses within lessons to better monitor student understanding Global and US: Target opportunities for greater writing stamina and with on demand and extended writing tasks along with opportunities for students to self evaluate are revise their work Liv Env/Bio Target instruction with increased opportunities for feedback cycle, active responses, checks for understanding, and self assessments.	Collaborative Learning Walks		Algebra & Geometry: Increase CFA and midterm results by 5% (improved 1% from Jan 2025 and 4% from Jan 2023) SWD Global & US: Increase midterm results by 3% (3% drop from 2023-Global; drop by 0.52% from 2023- US) Bio-Use CFA's and midterm scores to assess areas instructional focus. By 5%	Global & USHG: Increase Regents results by 5% Bio- Increase mastery rates by 5% and passing rates by 5%.
			Updated Progress:	Updated Progress:
Use a data protocol to analyze common formative and summative assessment data, holistically and by sub group, to identify student-centered areas of strength	SBPT, Cabinet, Department Meetings	Admin, Contact Teachers/Supervisor, Directors, ASI	Goal: All teachers will use the Data Wise protocol to inform next steps. Documented in Department Agendas	Goal: Use Data Wise Protocols to identify gaps in sub-group data to respond to student needs for the following year

and need and inform teacher practice.			Updated Progress:	Updated Progress:
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Well Being of Self and Community (SEL/Restorative Practices)

Goal(s):

By the end of the academic year, foster a school environment where every student feels a strong sense of belonging, valued, respected, and connected to their school community through focused goal setting and interventions to decrease chronic absenteeism by 5% and SWD suspensions by 10% before June 2026.

Data:

- In 2024, 49% of IHS students indicated a sense of belonging at school and 46% indicated a sense of purpose for school in the SEL survey. Our goal is to increase a sense of belonging for IHS students by 10% before June 2026. IHS data was higher than national average (supportive relationships 80-99 percentile, self-management 60-79 percentile, social awareness 40-59th percentile which is average and Growth Mindset 60-79 percentile)
- Chronic Attendance has decreased from 24% to 18.6% over the past 5 years. We plan to decrease our chronic absenteeism by an additional 5% by June 2026. In the 2024-2025 school year, 81.4% of students attended with 69.9% of students with disabilities and 85.7% ENL students attending regularly.
- Students with disabilities continue to lead suspensions: 51 students suspended in 2024-2025, 53 students suspended in 2023-2024 and 58 students suspended in 2022-2023

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?		
Identify and implement effective practices to create a welcoming and affirming classroom and building environment that contributes to positive academic, attitudinal and social outcomes for students (Social Emotional Learning and Culturally Responsive Education).	Culture Surveys, Youth Risk Behavior Data, Classroom visits, goal setting meetings, Cabinet, SBPT, admin meetings Infinite Campus contact log.	SPBT, Cabinet, Admin	Goal: All staff embed community values and expectations into daily lessons and interactions with students Engage in minimally 1 classroom circle each quarter to improve a sense of belonging by 3 % Full building community circle held in the fall; SEL survey taken March 2-13 and waiting on results	Goal: Evaluate end of year behavior and attendance data through sub-groups to identify trends. Show a decrease in chronic absenteeism by 5%

○ Specifically, staff will communicate directly with families (phone, text, email, in person) at least once every five weeks to share updates, concerns, and celebrations. • Organize cultural awareness workshops or classroom-based activities on celebrating diversity and understanding different backgrounds. • Implement a “Success Mentorship” program for 12th grade and align SES staff member for grades 9-11 with students who have shown chronically absent trends. • Quarterly review of suspension data (including special program students). Plan for program supports to interrupt patterns of suspension. Engage in IST meetings			Updated Progress: Success Mentor: students reviewed monthly in Exec PST and through AP offices. Need for improved system to monitor newly identified students and add to the mentorship program.	
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to involve parent and student voice for intervention planning.				
Implement 2 schoolwide community building circles to increase SEL survey results by 3% at the next survey.	Meeting minutes, surveys, feedback, walkthroughs	Admin, Executive PST, Cabinet, SBPT	Goal: Develop a common structure for community circles throughout the building to foster student-to-student relationships in and outside of the classroom. All classrooms will use a warm welcome or SEL check point with a focus on building relationships with and among students.	Goal: Demonstrated improvement in culture through surveys.
			Updated Progress: One full building circle experience in the fall 10 teachers using circle format in daily classes; teachers use turn and talk as an active response strategy to increase peer discourse in classes. 75% of staff indicated on a survey that they use a warm welcome or SEL prompt weekly.	Updated Progress:

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

Goal(s):

Strengthen processes and communication to align instructional, grading, assessment and feedback practices to increase Regents scores (specifically for gatekeeper Regents) by 10% in June 2026, and enhance student engagement and academic progress through differentiated instruction and the development of Portrait of a Graduate skills to increase graduation rate by 2% with specific focus on students with disabilities and at-risk students.

- By the end of the school year, enhance student engagement and academic progress through differentiated instruction and the development of Portrait of a Graduate skills to increase our graduation rate by 2% with specific focus on students with disabilities and at-risk students.
 - 2024-2025: 93%
 - 2023-2024: 94.3%
 - 2023-2023: 94%

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?		
• Foster a Growth Mindset among students by encouraging goal-setting, self-reflection, and self-assessment and academic risk-taking and communicate student goals with support staff • Increase teacher communication with families (positive or negative) by 10%	Faculty Meetings, Supervision, Walkthroughs, Department meetings, Cabinet meetings	Admin, Contact teachers, Supervisors, Directors, ASI	Implement standards-based grading practices and Common Formative Assessments to predict midterm results Midterm results will inform Regents results with all Regents results increasing by 10% by June 2026 (midterm increase of 5% over previous year) https://westiron.sharepoint.com/:x:/r/IHS/_layouts/15/Doc.aspx?sourcedoc=%7B6C888434-0064-4AFE-8EC0-A151AD2C9A44%7D&file=IHS%20Midterm%20Data%2025-26.xlsx&action=default&mobileredirect=true	Implement grading practices and interventions that are accurate, bias resistant, and motivate students to impact sub-group student performance on end of year exams
			Updated Progress:	Updated Progress:

as self-reported in a survey. • Based on 25-26 PD, increase the amount of checks for understanding/active responses per lesson by 10% as reported by teachers in self-assessment survey • Pilot equitable grading practices to accurately reflect learning, opportunities to learn from their mistakes (with a higher grade) and based in higher grades – students may not get the intervention services they need				
Establish IST and PST practices which meet the needs of all students and help	RtI planning, IST, Transition meetings	Admin, team leaders, contact teachers	Goal: Refine current meeting structures to reflect K-12 alignment and instructional protocols across all departments decreasing chronic absenteeism by 5% and increasing Regents results by 10%.	Goal: All IST documents will focus on ICEL or

close gaps identified in our sub-group data. - PL in Faculty meeting to Align K-12 Instructional Support Team Process (IST) - Scheduled IST 2x per month for grades 10-12; parent/teacher conference/IST days - Weekly IST 9th grade meetings				RIOT, include specific data, and will be uploaded in IC before June 2026.
			Updated Progress: Decrease in ELL chronic absenteeism (6% grades 7-12) Increase in chronic absenteeism between November and January Increase in rate for SWD Plan to review students in cohort and Exec PST and add communication to families	Updated Progress:
Hold intervention meetings (family, student, Principal, ASI, AP, Counselor) every 5 weeks to plan for supports and add clarity to expectations for graduation planning, with a specific focus on our at risk students.	Admin meetings, guardians, students, school counselors, Executive PST	Admin, counselors, mental health team	Goal: Meet with Tier 2 and 3 at risk students and families to outline graduation and attendance supports every 5 weeks to increase graduate rate by 2% in June 2026. Began Summer of 2025 and continued each quarter; notes added to intervention plans	Goal:
			Updated Progress:	Updated Progress:

Department Goals and Strategies

Goal 1 Ex: Utilize K-12 common instructional model, Tier 1 Strategies for differentiation and/or the single point rubric to create and focus/revise lessons, assessments and learning experiences for all students to meet success.

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

Goal3: Ex: Utilize SEL and Restorative Practices strategies to build classroom community through the use of community building circles to improve a sense of belonging and student performance.

Goal 4: Utilize a warm welcome 3 times per week to check in with students and to building a classroom community where all students feel a sense of belonging.

Department: World Languages			
Goal 1: In World Language, we'll consistently use the Instructional Model by focusing on student-centered learning, giving students time to practice language independently, and providing targeted support. To help all learners, we'll include more checks for understanding and active ways for students to use the language during lessons. We'll track progress through classroom assessments, midterms, and Checkpoint/Regents exams, aiming for a 10% improvement.			
Goal 2: In World Language, we will work together to align instruction, grading, assessments, and feedback. Our focus is to boost Regents results—especially for first-time test takers—by 10% by June 2026. We will increase student engagement and progress by using differentiated instruction and building Portrait of a Graduate skills, with special attention to supporting students with disabilities and those at risk.			
Data in June 2026 will reflect a 10% increase in Regents results as compared to June 2025.			
Action Plan	Plan to Assess		

<i>Include targeted instructional practice to examine</i>	How will it be monitored?	Who is responsible?	Mid-Year Goal & Progress	End of the Year Goal & Progress
• Build in active responses – use strategies like whiteboards, thumbs up/down, choral responses, or partner talk every 5–7 minutes. • Provide independent practice – give students time to apply vocabulary or grammar on their own (short writing, mini-conversations, or practice questions). • Check for understanding often – use exit tickets, quick quizzes, or digital polls to see what students know before moving on. • Use common assessments to guide instruction – review results from CFAs, midterms, and Regents/Checkpoint exams to adjust teaching. • Track and celebrate progress – show students their growth in speaking, writing, or comprehension to keep them motivated. Use consistent grading practices – apply the same rubrics and grading criteria across classes so students clearly know expectations. • Plan common assessments – collaborate with colleagues to design shared quizzes, CFAs, and practice Regents tasks. • Give regular, clear feedback – provide quick notes on what students did well and what they can improve (especially in speaking and writing). • Differentiate instruction – offer supports like sentence starters, visuals, or extra practice for struggling learners, while providing challenge tasks for advanced students. • Focus on Regents-style practice – regularly include listening, reading, writing, and	Team and Department meetings IST/PST Process as needed	WL teachers	• Instructional Alignment: Teachers use common rubrics and at 4 common formative assessments (CFAs) across levels. • Student Engagement: Students show increased participation through active response strategies (observed in walk-throughs/lesson plans).	• Regents/Checkpoint Growth: Regents and Checkpoint exam results show a 10% increase in pass rates • Instructional Practices: Consistent use of aligned grading, feedback, and assessment practices across the World Language department. • Student Skills: Students demonstrate stronger Portrait of a Graduate skills (collaboration, communication, problem-solving, independence in target language activities).

speaking tasks that mirror Regents/Checkpoint exams. • Track student progress – use data from class assessments and midterms to identify which skills need reteaching. • Support at-risk learners – check in more often, provide small group or one-on-one support, and connect with support staff as needed. • Build Portrait of a Graduate skills – include opportunities for collaboration, problem-solving, communication, and self-reflection in the target language.				
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Department: Science				
Goal 1: Provide cohesive and consistent implementation of the Instructional Model with an explicit focus on student centered learning and student independent application to increase access for all students as we work to implement new NYSSLS lessons, labs, and units. Goal 2: Continue to foster a school environment where every student feels a strong sense of belonging, valued, respected, and connected to their school community decreasing chronic absenteeism by using Social-Emotional Learning strategies in our classrooms. Data in June 2025 will reflect a 10% increase in Regents results as compared to June 2024 results.				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible? Goal		
Goal 1: Utilize Regents and unit assessment data to create/adjust common formative assessments, and		Science Teachers	Goal: (1) Teachers/department share best practices for	Goal: (1) Teachers/department

performance tasks that will target student needs especially for targeted student groups. Goal 1: Employ new NYSSLS based units, lessons, and labs which incorporate student-centered, inquiry based lessons that allow for student independent application of the concepts. Goal 2: Incorporate CASEL framework as we plan to use SEL and restorative practices within lesson planning. May include student reflections, community building circles, warm welcome/get-to-know-you activities to increase student belonging by 3% in the next SEL survey.	During Department Meetings During shared planning time Feedback to students and student work		student-centered learning and use CFA data to assess the effectiveness to targeted growth areas with an increase of 5% in CFA data. (2) Teachers/departments will identify and share SEL strategies that could be used in their lessons to foster student SEL and community building	will show evidence of 5% growth for targeted standards/subgroups. (2) Teachers/department will show evidence in a lesson of a SEL strategy impacting student learning or community building, minimally 1 time per quarter as reported in end of year self survey.
			Updated Progress:	Updated Progress:

Department: Math				
Goal 1: Provide cohesive and consistent implementation of the Instructional Model with an explicit focus on increasing active responses to better assess student understanding, small group instruction, and student discourse to increase understanding for all students. Goal 2: Utilize SEL strategies to help build a sense of belonging and a supportive classroom learning community. Data in June 2025 will reflect a 10% increase in Regents results as compared to June 2024 results.				
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: Place a focus on developing best practices for active responses within a lesson that makes student understanding visible and allows for more targeted feedback for all standards/subgroups identified in the	During department meetings	Math Teachers	Goal 1: Teachers/department share best practices for student-centered learning and use CFA eDoctrina data reports	Goal1: Teachers/department will show evidence of growth for targeted standards/subgroups.

Data Wise process. In addition, continue to update lessons and assessments to reflect the Next Generation Learning Standards (Algebra 1, Geometry, Algebra 2). Goal 2: Use SEL strategies within lessons to help students make sense of problems and persevere in solving them.	- During common planning time (if possible) - CFA and other assessment data.		to assess the effectiveness to targeted growth areas. Increase CFA and midterm results by 5% Goal 2: Teachers/departments will identify a SEL strategy that could be used in their lessons.	Increase Regents results by 5% Goal 2: Teachers/department will show evidence in a lesson of the SEL strategy identified and how it has impacted student learning.
			Updated Progress:	Updated Progress:

Department: Social Studies

Goal 1:

Continue to implement the Instructional Model with an explicit focus on student writing outcomes to increase communication, critical thinking and problem-solving skills for all students.

Goal 2: Building systems of both targeted and differentiated feedback and revision (tied to standards, CFA's/summative assessments) that help students reinvest in their learning experiences and extend their skills and competency. (Instructional Model Step 2 student centered learning experiences.

Data in June 2025 will reflect a 10% increase in Regents results as compared to June 2024 results.

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?		
Coach and Prepare Students for Learning with self-regulation warm/ups and warm welcomes. Modeling responsible use of technology, embedding restorative practices to include celebration of student achievement, models of success, active listening skills Executive Functioning tips, ie. being on time with materials ready before the bell rings, checklists, student centered goal reflections. Clear expectations and deadlines.	Team and Department meetings. IST/PST Process as needed	Social Studies Teachers	Goal: November parent teacher conferences and midyear conferences with students and families to highlight student goals and progress. Strong culture and climate for learning that builds empathy	Goal: student sense of ownership and agency with completion of at least 3 complex writing tasks at or above standard. Regents scores are at a 90% passing rate or

Inquiry based, gradual release learning activities. Use of seminars circles, student choice in performing mastery. Multiple opportunities for self-reflection, goal setting. Argumentative and persuasive writing opportunities with multiple opportunities for self-reflection, and revision to improve writing outcomes. More opportunities for argumentative writing that acknowledges multiple perspectives/ bias using common rubrics to identify strengths and areas for growth.	3-5 week data dashboard review or Panorama reports		and compassion for multiple perspectives. Midterm scores are at an 85% passing rate or higher and mastery rates at 70%.	higher. 80% mastery rates. Increased social studies elective and AP enrollment for the next school year.
			Updated Progress: Survey and ongoing post observation conversations	Updated Progress: Midterm exam data analysis

Department: English

Goal 1: Provide students with regular opportunities to grapple with complex texts and engage in frequent formative assessments to promote productive struggle, support high expectations, and build student agency, stamina, and facility with rigorous texts.

Goal 2: Incorporate more unit assessments that are styled after project-based learning (PBL) to increase relevance and student engagement while aligning all assessments to the New York State *Portrait of a Graduate*. The goal is not only to foster engagement but also to guide students toward deeper and more advanced levels of learning.

Goal 3: Encourage student collaboration and increase student talk time to strengthen students' sense of belonging among their peers, to foster student trust, and to improve academic outcomes, in alignment with district and building SEL initiatives.

Data in June 2026 will reflect 10% increase over the June 2025 data.

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?		
	Track frequency and variety of formative	English Teachers	Midterm scores are at an 85% passing rate or higher and mastery rates at 70%.	Regents scores are at a 90% passing rate or higher. 80% mastery rates.

Incorporate instructional routines such as turn-and-talks, call-and-response, quick writes, and exit slips in daily lessons to monitor student comprehension. - Design lessons around complex, grade-level texts that require close reading, questioning, and evidence-based discussion. - Use formative assessment data to adjust pacing, differentiate instruction, and provide targeted support to ensure students remain challenged but supported. - Share best practices for implementing formative checks and feedback during department meetings.	assessment strategies used through peer observations and lesson plan reviews. Collect and analyze samples of formative assessment data (e.g., exit tickets, quick writes) during common planning time to evaluate instructional impact.			
2. - Redesign at least one major assessment per unit in the style of a PBL task that emphasizes authentic application of skills and connects to real-world issues or audiences. - Align rubrics and assessment criteria to the competencies outlined in the <i>Portrait of a Graduate</i> (e.g., critical thinking, communication, collaboration, civic engagement). - Provide professional development and department-wide planning time to design, pilot, and refine PBL assessments. - Share and showcase student projects to highlight authentic learning and reinforce department and district goals.	Administer quarterly common assessments that measure comprehension and analysis of complex texts to monitor growth in stamina and facility.		Updated Progress:	Updated Progress:
3. - Intentionally embed collaborative learning structures (e.g., academic circles, peer feedback, small-group discussion protocols) into at least 75% of classroom lessons. - Provide department-wide planning support and shared strategies to ensure consistency across grade levels.	Gather student feedback on their confidence and perceived ability to tackle challenging texts through surveys and reflections. Conduct department reviews of unit assessments			

• Incorporate student voice and choice into discussions and collaborative activities to increase engagement.	each quarter to ensure alignment with <i>Portrait of a Graduate</i> competencies. - Track implementation by maintaining a department portfolio of redesigned PBL assessments across grade levels. Collect student feedback on engagement and perceived relevance through surveys and reflection activities. Monitor growth in higher-order skills (analysis, synthesis, application) through rubric-based evaluation of student work. Track student talk ratios and collaboration using observation checklists during classroom walkthroughs.			
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	Administer student self-reflection surveys on sense of belonging three times during the school year (fall, winter, spring). Monitor student performance data on common assessments to determine the impact of collaboration and belonging on academic outcomes.			
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Department: Technology				
Goal 1: Utilize the district curriculum writing process to revise intro level tech courses to better vertically align to upper-level tech courses and prepare students for access to those courses. Goal 2: Develop criteria to be used as part of an authentic assessment system across the tech program.				
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?		
Utilize release and/or dept. meeting time to review existing curriculum for DDP course Develop at least one new unit for DDP that incorporates pre-requisite skills for upper-level courses	Dept meetings	Tech teachers and Dir of STEAM	Goal: Revised DDP Scope and sequence	Goal: At least one revised unit for DDP written
			Updated Progress:	Updated Progress:

Use dept meeting time to develop common criteria that can be applied across tech courses				
Examine enrollment data across tech courses and consider implications for recruitment.				

Department: Business

Goal 1: The WICSD' HumaniTeam established Professional Learning Pathways. There were three Pathways identified. One of them was to incorporate more Project Based Learning experiences. PBL has been a strength of the Business Department over the years and many of the courses have incorporated co-curricular aspects of the DECA program. The Business Department will look to grow more of these experiences and find opportunities to share some of the work within the HumaniTeam during collaborative department meetings.

Goal 2: As financial literacy becomes a graduation requirement for the 2026-2027 school year for all WI students, the Business Department will produce learning targets for the various factions of CFM that have been identified this year in the variety of FTEs formed. Ultimately building different scaffolding into each faction.

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?		
<i>Reflect on each class within the Business Dept to identify all PBL that exemplifies WICSD Portrait of a graduate attributes</i>	During a department meeting, the team will collaborate on listing exemplar PBLs in each course	L. DiCesare, J. Lent, N. Ragone, L. Bucciarelli		
<i>Review exemplar PBL activities within the Business Department and discuss any incremental changes that could be incorporated for an improved experience</i>	During a department meeting, the team will collaborate on the PBLs in each course and discuss ideas that may improve student experiences	L. DiCesare, J. Lent, N. Ragone, L. Bucciarelli		
<i>During department meetings and common planning periods, Business Ed team will review the</i>	A file will be created to document the lessons that supported learning growth	L. DiCesare, N. Ragone. J. Lent		

<i>various CFM courses that were established as a pilot to refine best practices for the 2026-2027 school year</i>	in all of the CFM pilot classes			
<i>Create new lessons, assessments, and/or PBL for CFM to support the new graduation requirement</i>	Utilize release time in March to meet as a team and create new lessons, assessments, and/or PBL	L. DiCesare, N. Ragone. J. Lent, K. Cristal		
<i>With Business Education enrollment having increased 50% in two years, develop an improved tracking of student interest to see if data supports student interests in PBL</i>	Utilize forms for current students to complete that would provide insight on PBL use			

Department: Music

Goal 1:

Utilize the district instructional model to promote the student-centered learning experience as it leads to independent student application, strengthening skill and performance levels to engage the learner and encourage ownership of the learning process.

Goal 2: Further create and maintain an environment where all students, staff and families feel welcome, safe, valued, and supported focusing on the value of the role of the individual within the ensemble.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Goal 1: Use the K-12 Instructional model to inform all stages of the planning process with a focus on incremental shifts in instructional practices that move students beyond engagement to deeper learning.	Goal 1: Through daily rehearsal, classroom observations, and concerts.	All Staff	Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work and independent application.	Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work
Goal 2: Classroom culture will define student roles in the ensemble, giving students agency over their impact on		All Staff	Public performances	

the whole ensemble. Preparation, attitude, attendance and sense of pride for the work and performances they produce will be both action and evidence in this process.	Goal 2: Performances, reflections after concert, formative assessments in class		throughout the year will showcase evidence of progress.	and independent application
			Updated Progress:	Updated Progress:

Department: Art

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

Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical through visual storytelling and context cues as students infer meanings in and through works of art.

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: Use instructional model to differentiate and support students with rigorous curriculum through formative assessments, frequent feedback, and closure activities to promote incremental change.	-lesson planning including formative and summative critiques, feedback and closure. - Student growth and sense of agency -student data: attendance, engagement, rigor, exit surveys.	All staff Department meeting discussions, strategies, and check points	Goal: Targeted planning to integrate 1-point rubrics, increase differentiation and frequency of closure activities to provide individual feedback to support all learners and increase student engagement.	Goal: Students independently use formative assessments to increase work quality, build skills, and increase confidence to take creative risks.
Goal 2. Use SEL practices to support learning and wellbeing through culturally responsive practices, supports that bring a sense of belonging.			Updated Progress:	Updated Progress:
Goal 3: Increase the use of student art vocabulary usage through the to increase a sense of ownership to improve outcomes for all students.				

Department: Physical Education/Health

Goal 1: Expose students to a variety of lifetime opportunities in the community specific to, but not exclusive to, physical fitness well-being, college, and career ready.

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

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: Use the West Irondequoit Instructional Priority Blueprint to increase checks for understanding by 5%. Goal 2: Use relationships, culturally responsive teaching, and SEL to engage all learners and make connections for each student that expand beyond the classroom and into the real world: social, cultural, political, and historical.	Lesson planning and supervision process	Health/PE Staff All staff Department meeting discussions, strategies, and check points	Goal: Goal 1: Teachers will identify a component from professional learning (incremental shift), to strengthen in their daily practice as self-reported in end of year survey.	Goal: Have students interested in a career related to Physical Education and collaborate with the College and Career Center to create baseline data.
	Student data: attendance, engagement, preparation		Goal 2: Teachers will identify a SEL strategy that could be used in their lessons to increase belonging by 5%.	Goal: Connect students to local career opportunities such as lifeguarding
	Teacher feedback and discussion		Updated Progress:	Updated Progress:

Department: Special Education

Goal 1: The special education department will directly impact student learning through incremental shifts in practice that enhance specially designed instruction and differentiation.

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.

Data in June 2025 will reflect a 5% decrease in the gap between special education and general education proficiency.

- **Living Environment (June 2025): SWD = 43%; General Ed = 78%; Gap = 35%**
- **Algebra I (June 2025): SWD = 40%; General Ed = 67%; Gap = 27%**
- **ELA (June 2025): SWD = 75%; General Ed = 91%; Gap = 16%**
- **Global History (June 2025): SWD = 55%; General Ed = 87%; Gap = 32%**
- **USHG (June 2025): SWD = 54%; General Ed = 86%; Gap = 32%**

Attendance data for the 2025-2026 school year will reflect a 5% decrease in chronic absenteeism for SWD's.

- In 24-25 school year 69.9% of students with disabilities attended school regularly (30.1% chronically absent)

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: 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. • ICT release days for data analysis and co-planning in key subjects/partnerships. 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 once	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% Goal 2: Mid-year survey of case managers regarding family communication. Mid-year review of attendance data.	Goal: By June 2026, the gap between special education and general education proficiency on targeted Regents exams will reduce by 5% 2025-2026 attendance data for SWD's showing a reduction in chronic absenteeism by 5% from 24-25.
			Updated Progress:	Updated Progress:

every five weeks 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. newsletter, checklist/communication log, positive postcards)				
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Department: ENL				
Goal 1: Instructional: Collaborate with co-teachers to create lesson plans that incorporate WICSD Instructional Model/ENL best practices (activating prior knowledge, differentiating materials, group work) that positively impact learning for <u>all</u> students. Goal 2: SEL/CRE: Increase communication with ENL families, by 5% each quarter to strengthen family and community involvement/relationships.				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
-Meet/touch base weekly with co-teachers -Email, message (Remind), call, and write (newsletter) to family members of all ENL students 1-2 times a year	Goal 1: observations Goal 2: Check-ins with admin, counselors	ENL Teachers Content Teachers	Goal: Meet with ENL families during Thanksgiving celebration on 11/20; Mid-year conference with counselor/admin team regarding student progress and share progress with home/parents/guardians	Goal: End-of-year conference with counselor/admin team regarding student progress and next steps/summer; share celebrations with ENL families (including graduation) June 2026 will reflect a 10% increase in

				Regents results as compared to June 2025 results.
			Updated Progress:	Updated Progress:

Department: Counseling/Social Work/ Psych				
Goal 1: Continue improving communication to students and families to support transition practices and create equity and culturally responsive information distribution through monthly counseling newsletter.				
Goal 2: By the end of the academic year, foster a Counseling Center environment where every student feels a strong sense of belonging, valued, respected, and connected to their school community with an increase of 5% in the SEL survey.				
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: As success mentors, counselors will check in with students who have shown patterns of chronic absenteeism to decrease schoolwide chronic absenteeism by 5%. Goal 2: Identify students who have repeatedly been involved in conflict and establish counseling groups to meet regularly, reducing suspension by 3% .	Survey results	Counselors, social workers, school psych, substance use prevention counselor	Goal 1: Monthly newsletters shared with students and families Goal 2: Reduction in suspension of identified group by 3% and increased academic performance.	Goal : 5% reduction in chronic absenteeism by June 2026 for student identified with a pattern of chronic attendance the prior year. Goal 2: Reduction in suspension of identified group by 3% and increased academic performance.
			Updated Progress:	Updated Progress:

Department: Speech, OT, PT, Audiology
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Goal 1:				
Goal 2:				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
			Goal:	Goal:
			Updated Progress:	Updated Progress: