

Irondequoit High School

School Based Plan

2026-2027

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

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.**

	25-26	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	Grades 9-12
All Students	18.60%	18.80%	19.70%	27%	33.40%	40.50%
Female	19.40%	21.60%	22.40%	30.80%	35%	33.80%
Male	17.80%	16.10%	17.20%	23.40%	31.90%	46.40%
Nonbinary	0%	0.00%	50%	0.00%	0.00%	0.00%
American Indian/Alaska Native	80%	80%	80%	66.70%	66.70%	100%
Black	19.40%	18.30%	23.60%	27.70%	36.70%	59.30%
Hispanic	21.20%	23.90%	20.10%	43.40%	52.90%	57.30%
Asian/Pacific Islander	18.80%	10.50%	24.10%	26.40%	25.50%	43.20%
Asian	18.80%	10.50%	24.10%	26.40%	25.50%	43.20%
White	17%	17.50%	18.70%	23%	28.10%	32.40%
Multiracial	25.40%	22%	15.10%	27.70%	41.50%	63%
General Education Students	16.60%	16%	18.20%	25.50%	30.80%	38.60%
Students with Disabilities	29%	30.80%	27.10%	34.70%	47.50%	52.10%
Former Students with Disabilities	28.60%	33.30%	50%	33.30%	0%	25%
Not English Language Learner	18.10%	18.70%	19.80%	26.80%	33.40%	39.90%
English Language Learner	40.70%	20%	17.90%	34.60%	31.30%	58.80%
Formerly English Language Learner	17.40%	27.30%	18.20%	16.70%	16.70%	58.30%
Economically Disadvantaged	27.60%	26.50%	28.20%	39.50%	48%	51.60%
Not Economically Disadvantaged	14.10%	14.50%	14.70%	19.50%	24%	33.60%

Graduation and June Diploma Performance

All are recorded in %

	2021	2022	2023	2024	2025	2026
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%**	**94%**
Graduates earning Regents Diploma	**100 (0 local)**	**86 students**	**83 students**	**117**	**116**	**108**
Regents Diploma with Advanced Distinction	**63**	**187**	**165**	**157**	**147**	**157**
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%**	**79%**
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%**	**85%**
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%**		**79%**
Non-Completers	**4.7% (14/298)** Ethnicity/Non-Completers: 20% Black (3) 40% White(6) 20% Hispanic(3)	**7.1% (21/294) CDOS students continue until 21=(6) 19% Drop out(4) 33% TASC (7) 19% until 21 (4)**	**6% (16/246) 18% Dropouts (3) 13% TASC (2) 31% Non-completers (5) 13%**	**6% (17/282) Dropouts (3) TASC (1) Until 21 (9) August Grads (4) Black (3)**	**6.3% 19/302 Dropouts (6) Until 21 (9) TASC (4) Black (4) Hispanic (6) White (9)**	**5.8% 18/310 Dropouts (4) August Grades (10) TASC (4) Hispanic (4) Black (3) Asian (2)**

	20% Multi(3)	**5% Potential August Grads 24% Non Completers (5) 5% Asian (1) 19% Black (4) 38% White (8) 29% Hispanic (6) 9% Multi (2)**	**Until 21 (2) 25% Potential August grads (4) 6% Asian (1) 6% Black (1) 44% White (7) 38% Hispanic (6) 6% Multi (1)**	**White (10) Hispanic (4)**	**Multi (1)**	**Multi (1) White (8)**

Advanced Placement Exams

	2020	2021	2022	2023	2024	2025	2026
Total # of AP students	**307**	**283**	**240**	**257**	**245**	**283**	**306**
# of exams written	**538**	**520**	**440**	**439**	**423**	**496**	**596**
% students scoring 3-5	**71**	**48 *COVID /HYBR ID Year**	**72**	**74.7 %**	**78**	**77%**	**79%**
% of graduates with AP credit							

ADVANCED PLACEMENT EXAMS SUMMARY CHARTS BY COURSE

2021-2022				2022-2023			2023-2024			2024-2025			2025-2026		
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	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		76%	54	
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		15.4%	13	
Calc BC	64.7%	17	75.4%	66.7%	18	77.2%	68%	13	81%	80%	20		38%	24	
Chemistry	73.9%	23	57.4%	100%	9	80%	100%	22	82.1%	92.8%	14		93%	14	
Computer Sci A	90.9%	11	68.5%	100%	4	65.5%	63%	5	64.5%	80%	5		100%	2	
Computer Sci Principles	88.9%	9	57.3%	83.3%	6	60.6%	71%	5	63.9%	83.3%	12		90%	10	
Drawing	100%	5	88.6%	100%	4	83.3%	100%	2	85.6%	100%	2		100%	2	
English Lang	79.5%	39	53.3%	80.7%	26	54.5%	78%	31	53.6%	82.6%	46		88.7%	62	
English Lit	90.5%	21	73.2%	100%	13	73.5%	100%	12	68.5%	88%	17		89.5	19	
German Lang	0%	1	81%	50%	2	83.0%	100%	3	86.3%	NA	NA		50%	2	
Macro Econ	60.0%	35	55.6%	87.9%	33	72.9%	70%	14	72.5%	77.3%	44		77%	35	
Music Theory	100%	4	61.9%	100%	4	62.8%	100%	4	62.3%	NA	NA		100%	10	
Physics	58.3%	36	48.7	48.3%	58	53.5%	42%	14	55.5%	50%	2		100%	3	
Physics C Electricity/ Mag	50%	4	65.5%	90.9%	11	70.2%	100%	12	69%	56%	9		79%	14	
Physic C Mechanics	100%	5	72.7%	100%	11	74.8%	100%	12	78.2%	56%	9		67%	15	
Psychology	40.7%	27	54.4%	57.5%	40	55.8%	69.6%	16	59.5%	71%	48		78.3%	60	
Precalculus													100%	2	
Spanish	100%	1	81%	33.3%	3	83.6%	NA	NA	NA	100%	1		NA	NA	
Statistics	31.3%	16	53.9%	60%	25	57%	75.9%	22	62.6%	44%	25		100%	16	
US Govt and Politics	59%	39	46.8%	74.3%	35	47.7%	80%	20	72.9%	84%	45		92%	37	
APUSH	72.5%	51	47.3%	75.9%	29	48.7%	100%	49	74.3%	92%	66		89%	62	
World Hist	82.7%	52	68%	89.7%	68	71.3%	75.4	46	70.9%	80%	64		83%	76	

Fall Course Enrollments Related to School Plan Priorities

Course Enrollments and Seals	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
% 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%	201/310 64.8% 153/310 49.4%
% of Seniors Enrolled in Science % of seniors pursuing 4+ credits in Science *Percentage of seniors enrolled in September*	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%	151/310 48.7% 132/310 42.6%
Art Courses	491	560	719	618	613	673
Business Courses	448	472	459	599	686	630
World Language Courses	791	712	713	800	740	734
Seal of Civic Readiness				89 (32%)	90 (30%)	106 34.2%
Seal of Biliteracy Diploma Designation	TBD	80	72	60(21%)	65 (21.5%)	87 28.1%
Music Courses	241	238	256	271	244	265
Technology/Engineering Courses *Number of seniors enrolled in September*	362	430	432	503	552	556
CTE Diploma Designation	15	16	19	16	24	15
Total Student Population (9-12)	1156	1132	1143	1157	1154	1112

Post High School %

	2020	2021	2022	2023	2024	2025	2026
College Total:	**73**	**65**	**67.3%**	**75.9**	**66%**	**66.3%**	**66.5%**
2 year college	**21.10**					**17%**	**21.6%**
4 year college	**52.10**					**47.4%**	**44.8%**
Employment	**7.60**	**8.4**	**73%**	**11.4**	**14%**	**2% (5)**	**1.6%**
Military	**1.0**	**1.7**	**1.4**	**0**	**1%**	**.3% (1)**	**n/a**
Career Education/Apprenticeship	**3.8**		**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Year Off	**2.10**	**2.8**				**n/a**	**n/a**
Other/Unknown	**12.30**	**22**	**13%**	**12.7**	**19%**	**31.5%**	**31.3%**

Regents Exam Results %

	2022		2023		2024		2025		2026	
	65+	**85+**	**65+**	**85+**	**65+**	**85+**	**65+**	**85+**	**65+**	**85+**
ELA	88	55	91	76	88	51	91	51	94	49
ALGEBRA	85	11	86	51	79	12	60	5	70	3
GEOMETRY	67	20	73	29	66	18	63	13	61	17.6
ALGEBRA 2	90	29	90	55	98	28	93	23	94	34.5
LE (Biology 2026*)	86	30	79	40	76	38	72	19	*76	*12
ES	66	29	81	27	82	37	75	32	64	8
CHEMISTRY	82	31	83	22	81	11	79	19	86	23
PHYSICS	71	21	73	40	50	50	82	9	100	0
GLOBAL	90	23	86	55	89	37	83	33	90	38
US	n/a	n/a	92	72	91	33	82	20	88	23.8
FRENCH	98	41	97	61.3	82	55	97	76	100	64
GERMAN	100	85	100	56.3	100	65	91	73	100	64
ITALIAN	100	80	100	90	100	96	98	83	100	85
SPANISH	92	30	90	35.1	90	31	94	46	95	34

Building Based Goals

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

Goal(s):

Tier 1 Executive Functioning Skills linked to The Portrait of a Graduate

By June 2027, 100% of teachers will regularly utilize the WICSD Instructional Model to incorporate evidence based executive functioning supports for writing and time management into their lesson and unit plans, including explicit instruction, modeling, organizational tools, and scaffolded timelines. Implementation will be evident in lesson plan, classroom walkthrough, and instructional artifacts informing progress toward the Portrait of a Graduate.

In alignment with the Portrait of a Graduate and the WICSD Instructional Model, by June 2027, 100% of teachers will teach and support executive functioning skills.
Including:

- **writing and time management**
- **modeling**
- **organizational tools**
- **scaffolded timelines**
- **active responses**
- **student centered**
- **total participation protocol**

Success Indicators:

Implementation will be evident in lesson plans, classroom walkthroughs, and instructional artifacts informing progress toward the Portrait of a Graduate

Evidence of Accomplishment:

- **Use of Schoology page or Parent Square Calendar to organize learning materials and calendar due dates**
- **Teachers provide opportunities for students to practice, goal setting, self-monitoring and reflection related to writing and task completion, minimally twice per year.**
- **Teachers will embed writing supports (how is writing used to promote thinking) into planned instruction.**
- **Teacher self-reflection on implementation of executive functioning skills and increased student progress.**

Data:
126 Students earned the Seal of Civic Readiness
88 Students earned the Seal of Biliteracy

Increased Passing Rate for Regents

- English 11- 94% up from 90.5%
- Global- 90.4% up from 83.7%
- Chemistry- 86% up from 79.1%
- Algebra 2- 94.4% up from 93%

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 the K-12 instructional model to inform all stages of the planning process for all students, particularly attention to differentiation, rigor, and assessment/feedback to inform individual interventions. Professional learning focus through faculty meetings on incremental Tier I shifts. **HOW CAN WE ADD EXECUTIVE FUNCTIONONG?** Algebra & Geometry: Increase use of active responses within lessons to	Walkthroughs, Post Observation, Student work samples, Planning, Supervision, Data Reviews and Collaborative Learning Walks	Classroom teachers, Admin, Contact Teachers/Supervisors Directors, ASI	Goal: Increase in CFA and midterm results by 10% Updated Progress:	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% Global &USHG: Increase Regents results by 5% Bio- Increase mastery rates by 5% and passing rates by 5%. Updated Progress:

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. Music: Use of planner to write down their lesson schedules. Increase communication when rescheduling is necessary (student can't come to a lesson)			Music: by January increased number of students using their planner to write down lesson schedules. Increased amount of communication from students verbal or through email when they need to reschedule	Music: 95% of student attending sectional lessons as scheduled or through make-up lessons. 95% of students communicating in advance if a lesson will be missed and needs to be rescheduled.
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: Teams continue to develop CFAs and write them into the curriculum documents. A building CFA testing calendar will help hold us accountable to more frequent assessments. Cabinet and Shared Decision Making Team met and submitted a proposal to dissolve a January testing week and return to an instructional week.	Updated Progress:

Well Being of Self and Community (SEL/Restorative Practices)

Goal(s):

Improved Attendance: Create a school environment where every student feels the value of school, sees how what they are learning in school supports their individual goals, and feels a strong sense of belonging to their school. This will also support a reduction of our percentage of students who are chronically absent. We will reduce the number of students who are deemed chronically absent by 5%.

Success Indicators:
Improved student attendance by 5%
Improved results in SEL survey in domains of "value of school" and "sense of belonging"
Teachers will communicate directly with families at least once every 5 weeks
Increased student participation in clubs and activities
Implement SEL themes quarterly directly within classrooms
Implementation of Student Attendance Success plan aligned with revised attendance letters
Utilizing Panorama to support with student intervention plans
Improved student SEL survey results for "sense of belonging"
Regularly sending coordinated attendance letters to families of students who are chronically absent
Making clear connections between what is being learned in class and the attributes of the Portrait of the Graduate.
Connections to athletic and co-curricular eligibility practices

Data:
2025-2026: 18.2%
2024-2025: 18.6%
2023-2024: 19.2%
2022-2023: 26.9%
2021-2022: 31.6%

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?**		
• Identify and implement effective practices to create a welcoming and affirming classroom and building environment that contributes to positive academic, attitudinal	Culture Surveys, Youth Risk Behavior Data, Classroom visits, goal setting meetings, Cabinet, SBPT, admin meetings	SPBT, Cabinet, Admin	Goal: All staff embed community values and expectations into daily lessons and interactions with students Engage in 1 classroom circle each quarter and 4 buildingwide circles to	Goal: Evaluate end-of-year behavior and attendance data through sub-groups to identify trends. Show a decrease in chronic absenteeism by 5%

and social outcomes for students (Social Emotional Learning and Culturally Responsive Education). ○ Specifically, staff will communicate directly with families (phone, ~~text~~, email, in person, Parent Square) at least once every five weeks to share updates, concerns, and celebrations and log communication in IC Contact Log. • 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.	Infinite Campus contact log.		improve a sense of belonging by 3 % Strengths: Emotional Regulation ranks around the 90th percentile with a 4-point improvement showing improved skill in managing emotions. Social awareness ranks around 80th % (65% nationally) indicating improved ability to understand and respect others' perspectives. Supportive Relationships rank 88% reflecting robust connections with adults and peers. Opportunities: Growth Mindset: declined 3 points indicating that students struggle to believe they can improve their academic abilities. Value of School indicates that 33% find school uninteresting, 23% rarely use school ideas in daily life, however value doing well in class (75%). Sense of Belonging: Students reported increased challenges with feeling understood by peers.	
			Updated Progress:	

• Quarterly review of suspension data (including special program students). Plan for program supports to interrupt patterns of suspension. Engage in IST meetings to involve parent and student voice for intervention planning. • Consistently implement hall sweeps throughout the school year. • Increased stakeholder participation in IST meetings. • Teaching students to monitor and interpret their attendance data, and use that data for personal goal setting.	Monthly review of hall sweep data included in Newsletter Increased attendance at IST meetings. Increased number of IST meetings initiated by teachers.	Admin Admin Teachers SES team Support Staff	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. Reduction in number of students caught in hall sweeps over semester 1	Further reduction in number of students caught in hall sweeps over semester 2, compared to semester 1.
• Implement 4 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	Goal: Demonstrated improvement in culture through surveys.

			building relationships with and among students.	
			Updated Progress: One full building circle experience in the fall	Updated Progress:

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)				
Goal(s): **Strengthen Communication Systems** All staff will implement and strengthen a multi-tiered communication framework that promotes timely, consistent and proactive outreach through universal communication practices for all students and families. Success Indicators: • Increase percentage of teacher consistently providing proactive communication as logged into the contact log (IC). • Ensures that students who are receiving Tier 2 and 3 supports have documented and ongoing communication plans involving parents and supports staff (Ex: IST documents) • Increased percentage of parents who experienced two-way home/ school communication. ▪ 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. ○ 2025-2026: 94.6% ○ 2024-2025: 93% ○ 2023-2024: 94.3% ○ 2023-2023: 94%				
Action Plan ***Include targeted instructional***	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		

practice to examine				
• 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% 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	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)	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: Staff development on effective use of the Parent Square platform and the use of the IC Contact log Increased planned pilot use of Parent Square and standard platform for communication.	Updated Progress: Regents Results for June

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 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	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%. Updated Progress:	Goal: Updated Progress:
Hold intervention meetings (family, student, Principal, ASI, AP, Counselor) every 5 weeks to plan	Admin meetings, guardians, students, school	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.	Goal:

for support and add clarity to expectations for graduation planning, with a specific focus on our at-risk student**s.**	counselors, Executive PST		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:
Create consistent routines and organizational systems so students know what to do, where to find what they need, and how to manage their language learning independently.

Goal 2:
World Language teachers will use consistent, proactive communication practices to keep students and families informed about learning, assignments, expectations, and opportunities for support through Schoology, Parent Square, email, phone calls, and IST meetings as appropriate.

Data in June 2026 will reflect a 10% increase in Regents results as compared to June 2025.

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?**		
• **Establish consistent classroom routines and organizational systems across World Language courses.** • **Use Schoology consistently to organize and communicate assignments, resources, expectations, and important dates.** • **Teach students to use organizational systems independently and take increasing ownership of their learning.** • **Use consistent, proactive communication with students and families through Schoology, ParentSquare, email, phone calls, and IST as appropriate.** • **Provide timely communication about student progress, concerns, and opportunities for support.**	Team and Department meetings IST/PST Process as needed	WL teachers	• Students consistently use established routines and organizational systems with **occasional** teacher support. • Teachers consistently use Schoology, Parent Square, and other appropriate communication methods to keep students and	• **Students independently** use established routines and organizational systems to manage their language learning. • Students and families consistently access and respond to communication, while teachers proactively communicate

			families informed and connected.	about progress, support, and important course information.

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 ***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**		
Goal 1: Utilize Regents and unit assessment data to create/adjust common formative assessments, and 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: Make incremental shifts in our Tier 1 instruction to incorporate evidence based executive functioning supports for modeling, active responses, student centered	During Department Meetings During shared planning time Feedback to students and student work	Science Teachers	Goal: (1) Teachers/department share best practices for 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	Goal: (1) Teachers/department will show evidence of 5% growth for targeted standards/subgroups. (2) Teachers/department will show evidence in a lesson of a SEL strategy impacting

learning, and explicit instruction thru new lesson design that may incorporate "Building Thinking Classroom" protocols.			student SEL and community building	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 *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: 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 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 department meetings • During common planning time (if possible) • CFA and other assessment data.	Math Teachers	Goal 1: Teachers/department share best practices for student-centered learning and use CFA eDoctrina data reports 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.	Goal1: Teachers/department will show evidence of growth for targeted standards/subgroups. 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 and research skills for all students.

Goal 2: Use of attendance data to building systems of two-way communication with students and families to improve student attendance.

Data in June 2026 will reflect a 10% increase in Regents results as compared to June 2025 results.

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?**		
Increase project-based learning and research skills into grade level curriculum with online database resources like Novel New York Online Executive Functioning tips, ie. being on time with materials ready before the bell rings, checklists, student centered goal reflections. Clear expectations and deadlines. Inquiry based, gradual release learning activities. Use of seminars circles, student choice in performing mastery. Multiple opportunities for self-reflection, goal setting. Use attendance data to develop two way communication with parents and home on improved attendance as needed. Successful adoption of the parent square platform to increase communication on executive function and academic growth.	Team and Department meetings. Panorama reports IST Cohort meetings Phone calls, emails, parent square posts to parents to encourage daily attendance to class	Social Studies Teachers	Goal: Students will complete at least 1 research project in core classes. Highlight student goals and progress. Reduction in chronically absent students by 3% Midterm scores are at an 85% passing rate or higher and mastery rates at 70%.	Goal: Students will complete at least 2 research projects in core classes. Sustained a strong culture and climate for learning that maintains a high degree of student agency and connection. Regents scores are at a 90% passing rate or higher. 80% mastery rates.
			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 *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?**		
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. 2. • Redesign at least one major assessment per unit in teh style of a PBL task that emphasizes authentic application of skills and connects to real-world issues or audiences.	Track frequency and variety of formative 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	English Teachers	Midterm scores are at an 85% passing rate or higher and mastery rates at 70%. Updated Progress: See links in the building wide goal section	Regents scores are at a 90% passing rate or higher. 80% mastery rates. Updated Progress:

• Align rubrics and assessment criteria to the competencies outlined in the *Portrait of a Graduate* (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. 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. • Incorporate student voice and choice into discussions and collaborative activities to increase engagement.	instructional impact. Administer quarterly common assessments that measure comprehension and analysis of complex texts to monitor growth in stamina and facility. Gather student feedback on their confidence and perceived ability to tackle challenging texts through surveys and reflections. Conduct department reviews of unit assessments each quarter to ensure alignment with *Portrait of a Graduate* competencies. - Track implementation by maintaining a department portfolio of redesigned PBL assessments across grade levels.			See links in the building wide goal section

	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. 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.			

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 ***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 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 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.	Dept meetings	Tech teachers and Dir of STEAM	Goal: Revised DDP Scope and sequence Updated Progress:	Goal: At least one revised unit for DDP written Updated Progress:

Department: Business

Goal 1: As a team the business teachers would like to increase the frequency of communication to students and parents. With a focus on communicating positive observations and positive experiences in the classroom. Also, increase the use of the IC contact log.

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 populations within the Irondequoit HS community. Building scaffolding into each unit for our student populations.

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?**		
Teachers will communicate with students and home. Focus on contacting for positive experiences.	During department meetings teachers will share out their communication	J. Lent, N. Ragone, L. Bucciarelli, T. deFay		
Teachers will use IC contact log to record communication	During or after contact home, teacher will log communication into IC	J. Lent, N. Ragone, L. Bucciarelli, T. deFay		
CFM curriculum updates for students who need asynchronous learning.	Teachers will use common planning time to create asynchronous units for students in credit recovery	J. Lent, N. Ragone, L. Bucciarelli, T. deFay		
CFM curriculum updates for students in 8-1-1, 15-1-1 and ICT	Teachers will use common planning time to update units for students in specialized programs.	J. Lent, N. Ragone, L. Bucciarelli, T. deFay		

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 *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: 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 2: Classroom culture will define student roles in the ensemble, giving students agency over their impact on 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 1: Through daily rehearsal, classroom observations, and concerts. Goal 2: Performances, reflections after concert, formative assessments in class	All Staff All Staff	Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work and independent application. Public performances throughout the year will showcase evidence of progress. Use of planner to write down their lesson schedules Increase communication when rescheduling is necessary (student can't come to a lesson)	Goal: Post concert season departmental discussion soliciting evidence in concert preparation of student-centered work and independent application
			Updated Progress:	Updated Progress:

Department: Art

Goal 1: Provide consistent implementation of the Instructional Model with a focus on increasing active responses to better assess student understanding, student discourse, and class closure to cement learning.

Goal 2: Utilize SEL strategies to help build a sense of belonging and a supportive classroom learning community while promoting IAAP to provide alternative pathways to support all students to meet graduation requirements.

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: Use instructional model to differentiate and support students with rigorous curriculum through formative assessments, frequent feedback, and closure activities to promote incremental change. Goal 2: Use SEL practices to support learning and wellbeing through culturally responsive practices, supports that bring a sense of belonging. Goal 3: Build systems to digitally track student growth across courses through digital record keeping of process, reflection, and revision process to promote increased learning for all students.	-lesson planning including formative and summative critiques, feedback and closure. -Utilize SEL strategies and monitor student buy in through surveys and student performance data. -Promote IAAP to students in grades 9-11 and photograph and save evidence to support IAAP criteria.	All staff	Goal: Pilot systems to train future IAAP students to photograph work, save feedback and show thinking processes at all levels. Updated Progress:	Goal: Provide increased differentiation, feedback, and closure activities to support all learners and boost engagement. Updated Progress:

Department: Physical Education/Health

Goal 1: Scaffold our units to allow students to choose their path to give them the best chance to succeed.

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 *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: Continue to arrange units and give students a choice of activities for the semester. 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 Student data: attendance, engagement, preparation Teacher feedback and discussion	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 their daily practice as self-reported in end of year survey. Goal 2: Teachers will identify a SEL strategy that could be used in their lessons to increase belonging by 5%.	Goal: Seniors will have a 100% graduation rate in PE Goal: Connect students to local career opportunities such as lifeguarding
			Updated Progress:	Updated Progress:

Department: Special Education

Goal 1: Special education teachers will implement explicit instruction in 1-2 evidence-based executive functioning skills and systematically fade adult supports, resulting in increased student independence and self-management.

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 2027 will reflect a 5% decrease in the gap between special education and general education proficiency.

- **Biology (June 2026): SWD = 62%; General Ed = 76%; Gap = 20%**
- **Algebra I (June 2026): SWD =50%; General Ed = 70%; Gap = 33%**
- **ELA (June 2026): SWD = 79%; General Ed = 94%; Gap = 18%**
- **Global History (June 2026): SWD = 59%; General Ed = 90%; Gap = 41%**
- **USHG (June 2026): SWD = 68%; General Ed = 88%; Gap = 26%**

Attendance data for the 2026-2027 school year will reflect a 5% decrease in chronic absenteeism for SWD's.

- In 25-26 school year 71% of students with disabilities attended school regularly (29% chronically absent)

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: Special education teachers will implement explicit instruction in 1-2 evidence-based executive functioning skills and systematically fade adult supports, resulting in increased student independence and self-management. • 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:** 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. • Department meeting professional learning and opportunities to reflect with other grade	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 2027, the gap between special education and general education proficiency on targeted Regents exams will reduce by 5% 2026-2027 attendance data for SWD's showing a reduction in chronic absenteeism by 5% from 24-25.
			Updated Progress:	Updated Progress:

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)				

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 ***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?**		
-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 ***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: 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: