

DAKE SCHOOL BASED PLANNING

IMPROVEMENT PLAN

2009 - 2010

Table of Contents

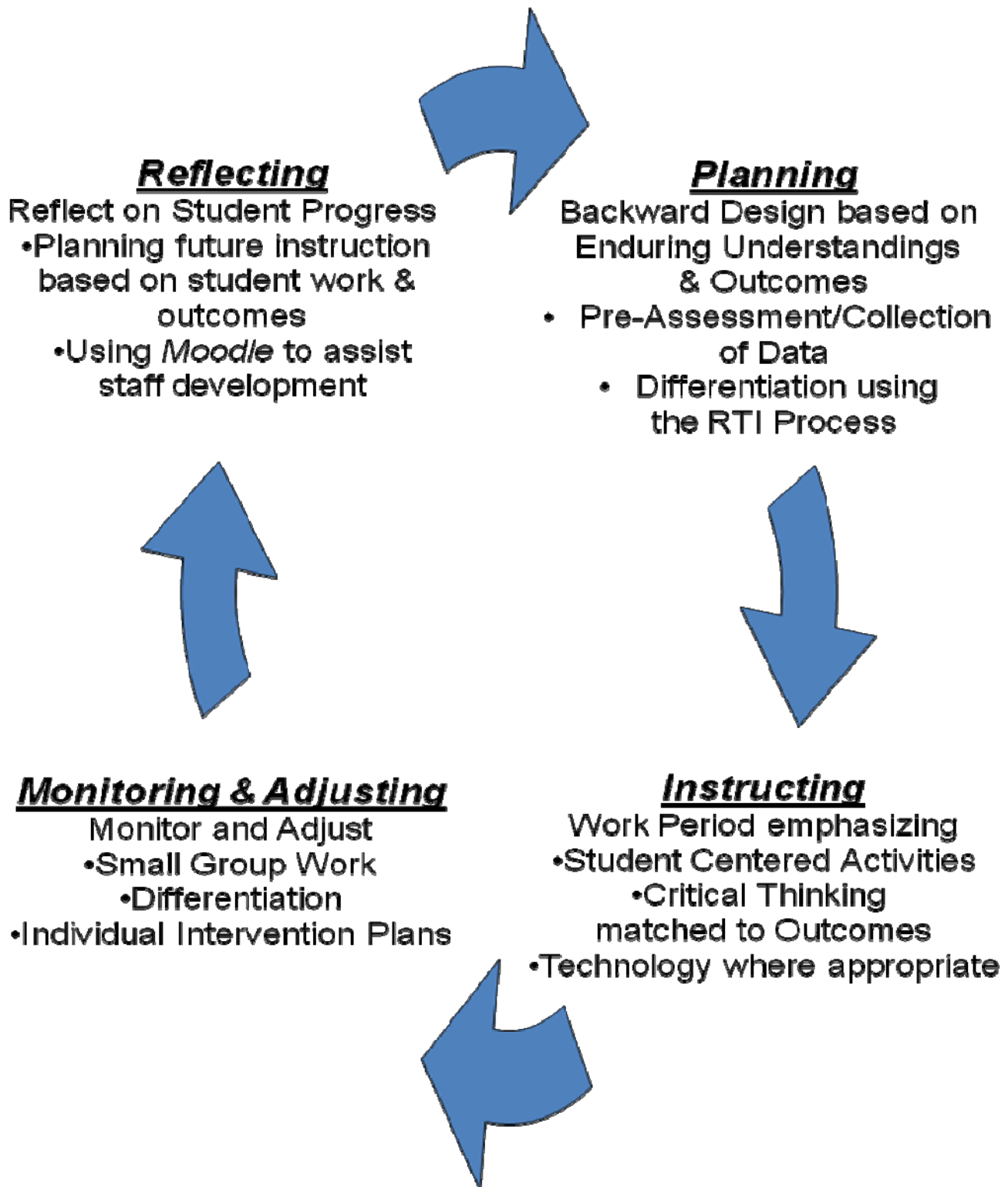
➤ Numerical Data & Goals	3
➤ Instructional Cycle and Focus	4
➤ Building Wide Goals	6
➤ Snapshot of Building Activities/Strategies	7
➤ English Language Arts	9
➤ Mathematics	10
➤ Science	11
➤ Social Studies	12
➤ Language other than English	13
➤ Art	14
➤ Music	15
➤ Physical Education	16
➤ Technology	17
➤ Family & Consumer Sciences	18
➤ Health	19
➤ Counseling	20
➤ Special Education	22

Dake School Annual School Improvement Plan 2009 – 2010

➤ **Numerical Data and Goals**

Area	Grade	Test	Level	2003	2004	2005	2006	2007	2008	03-08	2009	2010	
				Act	Act	Act	Act	Act	Act	Avg	Act	Goal	Act
All	7 & 8	Core Pass Rate	Pass all		94%	93%	94%	92%	95%	94%	96%	97%	
		Total Pass Rate	Pass all	88%	92%	91%	90%	91%	93%	91%	92%	94%	
	7	SAT Read Comp	Mean	70%	70%	70%							
ELA	7	Terranova	Prof				45%	39%	50%	45%	45%	NA	
			Mastery				6%	8%	16%	10%	6%	NA	
		NYS ELA	Prof				77%	76%	87%	80%	93%	94%	
			Mastery				11%	11%	5%	9%	17%	20%	
	8	NYS ELA	Prof	57%	61%	63%	60%	79%	76%	66%	85%	86%	
			Mastery	8%	11%	12%	5%	9%	9%	9%	10%	20%	
MATH	7	Terranova	Prof				52%	51%	64%	56%	46%	NA	
			Mastery				6%	7%	26%	13%	6%	NA	
		NY State Total	Prof				83%	89%	93%	88%	94%	95%	
			Mastery				25%	32%	50%	36%	42%	51%	
	8	1A Local Final/ Regents A (08)	Prof	75%	94%	94%	100%	100%	100%	94%	100%	100%	
			Mastery	25%	52%	52%	69%	82%	91%	62%	76%	85%	
		NY State Total	Prof	61%	85%	77%	71%	87%	89%	78%	94%	95%	
			Mastery	8%	23%	14%	15%	25%	26%	19%	35%	36%	
		NY State 1A Students	Prof		100%	100%		100%	NA	100%	NA	100%	
			Mastery		59%	77%		81%	NA	72%	NA	85%	
SOC	7	Local Final	Prof	87%	91%	91%	92%	93%	94%	91%	94%	95%	
			Mastery	48%	54%	53%	63%	67%	69%	59%	68%	70%	
STD	8	NY State	Prof	70%	76%	86%	88%	90%	90%	83%	94%	95%	
			Mastery	12%	25%	25%	43%	41%	48%	32%	58%	60%	
SCIENCE	7	Local Final	Prof	90%	91%	90%	92%	94%	93%	92%	88%	95%	
			Mastery	39%	37%	42%	44%	52%	47%	44%	47%	50%	
	8	NY State Total	Prof	97%	93%	96%	92%	93%	94%	94%	94%	97%	
			Mastery	65%	54%	54%	47%	55%	61%	56%	61%	65%	
	NYS Earth Sci Regents	Prof	100%	100%	100%	100%	100%	100%	100%	100%	100%		
		Mastery	96%	86%	93%	96%	85%	81%	90%	93%	95%		
LOTE	8	NY State Total	Prof	97%	97%	97%	99%	98%	98%	98%	96%	100%	
			Mastery	56%		66%	65%	72%	70%	66%	70%	77%	
SPEC	7	State ELA	Dist Prof				29%	39%	24%	31%	NA		
			Dake Prof				25%	39%	24%	29%	46%	50%	
		State Math	Dist Prof				32%	59%	55%	49%	NA		
			Dake Prof				32%	59%	60%	50%	73%	75%	
	8	State ELA	Dist Prof	10%	17%	10%	16%	45%	44%	24%	NA		
			Dake Prof	12%	21%	13%	17%	42%	47%	25%	29%	35%	
		State Math	Dist Prof	10%	49%	28%	42%	55%	67%	42%	NA		
			Dake Prof	12%	52%	35%	48%	62%	68%	46%	64%	68%	
State Soc Stud	Dist Prof	20%	35%	44%	55%	52%	67%	46%	NA				
	Dake Prof	20%	38%	45%	53%	54%	67%	46%	67%	70%			
State Science	Dist Prof	80%	76%	72%	76%	70%	82%	76%	NA				
	Dake Prof	80%	82%	81%	77%	77%	82%	80%	68%	70%			

Dake Instructional Cycle



INSTRUCTIONAL FOCUS 2009-2010

Continue to deepen our understanding of Backward Design Planning by consistently developing student centered lessons that engage learners while matching or exceeding the level of thinking demanded in the standards. In addition, create lessons that support the transfer of skills and knowledge across content areas verified by student work that displays evidence of analysis, synthesis, and evaluation, with an emphasis on writing. Finally, expand the use of available technology in our classrooms as a strategy of engaging all learners at high levels while assessing student mastery of content and skills.

Our professional development at Dake will target:

Planning

- Using Backward Planning to emphasize overarching objectives that create opportunities for transfer within and across disciplines
 - I. Identify enduring understandings that are relevant to multiple content areas
 - II. Match standards with individual student needs to foster independence
 - Pre-assessment of learned skills & ongoing assessment of student progress
 - III. Build on critical thinking and student centered classrooms by planning for the production of work, specifically through writing
 - IV. Plan for a sophisticated work period by differentiating student products, teacher processes, and/or student materials based on the Response to Intervention model

Instructing, Monitoring & Adjusting

- Using lesson plans for effective instruction
 - I. Apply student centered activities that consistently involve students in experiences that involve critical thinking and relevance
 - II. Emphasize the production of student work, specifically through writing
 - III. Increase the use of computer labs, computer technology, and classroom performance systems, etc. in classrooms to engage learners at high, relevant levels
- Using information from classroom lessons to monitor and adjust instruction
 - I. Monitor small group work and adjust accordingly
 - II. Differentiate where needed during the lesson
 - III. Monitor individual intervention plans during the lesson

Reflecting

- Reflecting on student progress and planning future instruction accordingly
 - I. Documentation of student feedback where appropriate
- Continuing to access our *Moodle* page as an interface between educators to share best practices in our triad groups and during the creation and implementation of interdisciplinary lessons

➤ **Building Wide Goals 2009-2010**

- **Continue to improve upon a positive, safe and respectful *learning environment* that fosters academic achievement, social development, school pride, and a sense of belonging for all members of the Dake community.**
- **Increase the *passing rate* in core classes to 97% or more. Increase the passing rate in all courses to 94% or more.**
- **Increase *literacy* as evidenced by students having the ability to read, analyze, and synthesize various texts across curriculum and to be able to clearly communicate their learning verbally as well as in writing.**
- **Support and monitor the numeracy/literacy and FACS Cross –walking initiatives to increase student achievement and positively impact the culture and climate of the building.**
- **Continue to improve instruction through collaboration and innovative use of current research and technology to enhance learning experiences for all students.**

A Snapshot of Building Activities/Strategies

Culture and Climate

<u><i>Climate and Culture Subcommittee</i></u>	<u><i>Student Government</i></u>	<u><i>Other Activities</i></u>
Monthly Spirit Days	After School Parties	<i>PEACE Day</i>
Red Ribbon Week	Community Service	Natural Helpers
Community Service		Peer Mediation
Staff/Student of the month recognition		Service Learning
Problem Solving Forum for Student and Staff issues		Clubs/Sports
		Music/Theater
		Mentor Program
		Sunshine Club
		Principal's Advisory Program
		Class Acts

Literacy

- Implementation of District-wide comprehension outcomes across subject areas and grade levels.
(Using faculty meetings, department meetings and grade level planning time)
- 7th and 8th grade Readers/Writers Workshops
- Refer to department activities
- Library: book club "Book Bucks", Creative Writing Contests, Summer Reading, Readathon, Literature Jeopardy, etc.
- 7th and 8th Grade Book of the Month.
- Book Fairs
- Book Talks
- Support reading & writing workshops by pre-testing and re-testing skills targeted in general education classrooms
- Implement increased time for literacy instruction

Passing rate

- Continue to revise the student interventions process to support teachers in being diagnostic in targeting skill deficits in students, the function behind these skill deficits, appropriate interventions to apply and effective ways to monitor these interventions.
- Continue to develop a repertoire of instructional strategies tied to having students:
 - Access information in an engaging way
 - Extend understanding of this information (discourse)
 - Communicate this extended understanding (writing)
- Continue to monitor individual student grades and problem solve with parents to support an increase in academic performance
- AIS Services and their connection
- Continue to implement increased time for ELA & mathematics instruction
- Continue to implement Family & Consumer Sciences (FACS) cross-walking initiative where aspects of the FACS curriculum is integrated with Health and School Counseling

Dake School Annual School Improvement Plan 2009 – 2010

Initiatives (FACS Cross-walking & Numeracy/Literacy)

- Monitoring these initiatives through the following means
 - State Assessment Data (math & ELA)
 - Course Assessment Data (FACS, health, math & ELA)
 - Planning team reports by math & ELA showing what students can produce from this extended time on task
 - Student and staff feedback
 - Focus group
 - Survey teachers involved in these initiatives
 - Survey teachers from other curricular areas
 - Survey students

Collaboration & Technology

- 7th & 8th Grade American History Research Projects
- Use of Faculty Meetings to enhance teacher collaboration
 - Concept of Transfer within and across departments to enhance opportunities for students to think critically across a school day
 - Technology session tied to innovative technology that promotes stronger instruction and communication
- Use of BRIDGES Program as well as Project Lead the Way technology to promote critical thinking within content areas
- Use of technology to enhance opportunities for students to review for assessments
- Utilizing Shared Drives/Folders to access important information as well as share this information in an efficient manner
 - Intervention Plans
 - Chapter I Plans
- Use of appropriate technology to enhance the learning opportunities for Students with Disabilities
 - Dragon Naturally Speaking
 - Smart Pen
 - Alpha Smart
 - Clicker 5

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – English Language Arts 09-10

- **Seventh-grade students will score proficiency at 93% and mastery levels at 20% on the NYS ELA.**
- **Eighth-grade students will score proficiency at 85% and mastery levels at 17% on the NYS ELA.**

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/ Professional Development
<ul style="list-style-type: none"> ◆ Identify areas of student need and instructional focus areas based on analysis of standardized Terra Nova results, on-demand fall formative assessments and rehearsals, pre-assessments administered at the beginning of each workshop, conferences with students, and unit assessments. 	<ul style="list-style-type: none"> ◆ Teachers score and analyze assessments, as well as previous and current class work. Teachers discuss results with other grade-level teachers, special education teachers, supervisors to determine instructional focus areas; on-going data collection to inform instruction 	<ul style="list-style-type: none"> ◆ On-going administrations of the on-demand formative assessments and rehearsals based on revised timeline ◆ On-going discussions at grade-level meetings ◆ Department meetings for professional development opportunities ◆ Meetings and visitations between Rogers and Iroquois core teachers and 7th Grade Dake ELA teachers (October 2009 visitation)
<ul style="list-style-type: none"> ◆ Use the West Irondequoit rubrics, writing outcomes, student models and commentary, instructional implications, and focus areas to inform instruction, specifically regarding analysis of unit plans and how they match ELA implications and the Comprehension Outcomes. 	<ul style="list-style-type: none"> ◆ Teachers share lesson/unit plans with supervisors, other grade-level teachers 	<ul style="list-style-type: none"> ◆ On-going ◆ Observation conferences with supervisors ◆ Collaborative planning at grade-level
<ul style="list-style-type: none"> ◆ Use differentiated instruction in learner-centered classrooms to continue to immerse students in a variety of strategies needed for success ◆ Increased communication between classroom teachers and ELA lab teachers to work on application of specific strategies tied to student goals 	<ul style="list-style-type: none"> ◆ Teachers observe student use of reading and vocabulary strategies in class and test situations and use to further inform instruction and flexible groupings ◆ Teachers share observations, strategy use and data collected 	<ul style="list-style-type: none"> ◆ On-going ◆ Increased time for discussions and collaborative analysis of student goals (joint lab reviews)
<ul style="list-style-type: none"> ◆ To increase transference of skills, accountability, and independence, provide students time to reflect on the strategies they have learned and how those strategies can be useful life skills which lead them to critical thinking 	<ul style="list-style-type: none"> ◆ Partner/small group/whole class discourse ◆ Conferencing ◆ Readers' Response Journal/Sourcebook 	<ul style="list-style-type: none"> ◆ On-going ◆ Sharing at supervisor/teacher data meetings ◆ Observation conferences with supervisors
<ul style="list-style-type: none"> ◆ Using Backward Design, the Comprehension Outcomes, state standards, and student work, craft unit plans which provide students opportunities to engage with various rigorous texts through the dynamic processes within the readers'/writers' workshop structure 	<ul style="list-style-type: none"> ◆ Partner/small group/whole class discourse ◆ Literature circles ◆ Conferences 	<ul style="list-style-type: none"> ◆ On-going ◆ Formal and informal observations and feedback ◆ Departments meetings for book study—<i>Conferring with Readers</i>
<ul style="list-style-type: none"> ◆ Administer NYS ELA 7 and 8 assessments according to the NYS revised testing timeline ◆ Administer & score district independent writing assessments 7 and 8 ◆ Administer & score district listening/writing and reading/writing assessments 7 ◆ Use backwards design to review and revise final exam at grade 7 and 8 to align with district and grade level outcomes. ◆ Administer feature inventories to determine students' developmental levels. Continue Word Study Program 	<ul style="list-style-type: none"> ◆ Results shared with Planning Team as soon as available ◆ Results of ELA rehearsals , IW, and district R/W to identify further instructional implications ◆ Data from 08-09 final exams ◆ Pretests and Posttests Spelling assessments on the features taught including application in students' writing 	<ul style="list-style-type: none"> ◆ Testing Dates: Grade 7: 2/3- District RW/LW 4/27 & 4/28- NYS ELA & District IW Grade 8: 1/19 & 1/20- District IW 4/27 & 4/28- NYS ELA ◆ Scoring of district and state assessments (2/9, 5/5, 5/10 & 5/11) ◆ September-end of year (word study)

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Mathematics 09-10

- Overall Grade 7 students will achieve NYS scores of 95% Proficiency & 51% Mastery
- Overall Grade 8 students will achieve NYS scores of 95% Proficiency & 36% Mastery. Advanced Integrated Algebra students will receive 100% Proficiency and 85% Mastery
- Advanced Integrated Algebra students will achieve 100% Proficiency and 92% Mastery on the Regents final.

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<ul style="list-style-type: none"> ◆ Using Backward Design Planning and a constructivist methodology to implement Launch, Explore, and Summary pedagogical with an emphasis on summarization. • Utilize a variety of assessments and performances of understanding to promote deep mathematical thinking and critical thinking skills. • Utilize the extended time to increase student engagement through discourse, active synthesizing, and communication in order to promote transfer of understandings. • Develop mathematical literacy (reading, writing and speaking) and communication by providing students opportunities to apply vocabulary, create explanations of procedures, and justify reasonableness for transferability and independence • Use student data and work to differentiate lessons and measure a student’s growth towards the development of mathematical understandings • Use technology resources such as castle learning, graphing calculators, geometer’s sketch pad, mimio board, Elmo and CPS to further enhance learning 	<ul style="list-style-type: none"> • Analysis of CMP assessment materials, pre-assessments, state tests and monthly parallel assessments. • Daily checks for understanding in addition to student/teacher conferencing. • Task analysis of units and 65-42 lessons to build student independence and accountability. • Student work and technology for diagnostic purposes • Variety of differentiation techniques used during class and for assessment 	<ul style="list-style-type: none"> • Time Frame: On-going. • Professional development opportunities: <ul style="list-style-type: none"> ○ Reflections around the AD-HOC process ○ Teacher use of classroom visitations for peer coaching and co-teaching as well as collaboration with other professionals. ○ Use of department meeting time and common planning time to explore best practices around the L-E-S structure during 65/42 time periods, with a focus on differentiation. ○ Use of department meeting time and common planning time to develop strategies to promote student success around tasks involving synthesis, analysis, and interpretations. ○ Use of department meeting time and common planning time to develop and share differentiated lessons and strategies for flexible groupings based on student work. ○ Technology training for teaching and assessing (Ti-Navigator, Mimio and Elmo)

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Science 09-10

- **Grade 7 students will achieve Local Final Passing scores of 95% Proficiency, and 50% Mastery.**
- **Grade 8 students will achieve NYS Assessment scores of 97% Proficiency and 65% Mastery.**
- **Grade 8 students will achieve NYS Earth Science Regents scores of 100% Proficiency and 95% Mastery.**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<p><i>Planning and Implementing Effective Instructional Strategies</i></p> <ul style="list-style-type: none"> • Continue to use backward design to create differentiated lessons that require students to access information from a variety of sources (technology, graphs, diagrams, labs, readings, etc.), extend their understanding through discourse, and communicate this understanding through clearly written conclusions/presentations/reflections. • Use formative and summative assessment data (ILS, unit tests, theme tests, pre-assessments) to design lessons which address NYS and district outcomes and essential questions • Increase collaboration between classroom teachers (within and across disciplines) and special educators to support transfer of enduring understandings and outcomes, both skill and content based. • Design extensive work periods within a classroom that emphasize student centered activities and critical thinking matched to outcomes in order to foster inquiry. 	<ul style="list-style-type: none"> • Implementation of Science Ad Hoc work. • Review of student work and peer review samples of student work. • Team and department level planning meeting minutes. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing
<p><i>Active Teaching of Literacy Reading</i></p> <ul style="list-style-type: none"> • Promote and model independent use of reading comprehension strategies to make meaningful connections between prior knowledge and science content; allowing students to think at higher levels. 	<ul style="list-style-type: none"> • Review of student work on theme assessments at department meetings 	<ul style="list-style-type: none"> • Ongoing
<p><i>Active Teaching of Literacy Writing</i></p> <ul style="list-style-type: none"> • Guide students in writing laboratory conclusions that synthesize laboratory data (“evidence”) in order to support/refute an experimental hypothesis (“claim”), extend understanding of science content and create personal “real-world” connections (“interpretations”). • Evaluate students using writing on theme assessments (summative) and during on-demand writing assignments such as opinion and persuasive pieces. Use backwards design to inform writing instruction to prepare students for assessment writing prompts. Examine writing expectations from across the building to develop common expectations for writing in science. 	<ul style="list-style-type: none"> • Review writing strategies and student work at interdisciplinary team meetings. 	<ul style="list-style-type: none"> • Ongoing

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Social Studies 09-10

- **Grade 7 students will increase their 2008-09 levels (94% Proficiency/68% Mastery) on the Local Final Exam for 2009-10 to 95% Proficiency and 70% Mastery**
- **Grade 8 students will increase their 2008-09 levels (94% Proficiency/58% Mastery) on the NYS Intermediate Exam for 2009-10 to 95% Proficiency and 60% Mastery**

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/ Professional Development
<p><u>BACKWARD DESIGN PLANNING</u></p> <ul style="list-style-type: none"> • Use of the Social Studies Outcomes will ensure a consistently rich, critically challenging and vertically aligned Social Studies curriculum • Lessons will be designed to enhance critical thinking and transfer skills, including rigorous Performances of Understanding, connected to the Enduring Understandings and Thematic Strands • Connections to past and future outcomes, current events and student experience will create relevance within the Social Studies • Use of the Social Studies Strategy Guide Sheet to promote transfer of critical analysis skills 	<ul style="list-style-type: none"> • Formative and summative assessments will parallel the analytical skills evident in the NYS testing opportunities • Multiple discourse opportunities will be congruent to writing goals within each unit. • Outside evidence will be used to support critical analysis in writing opportunities • Explicit teaching of intentionality will be used to increase written analysis and elaboration 	<ul style="list-style-type: none"> • Use of Team Meeting time to plan interdisciplinary lessons that will promote the transfer of skills and use of common language across the curriculums and foster instructional clarity
<p><u>EFFECTIVE INSTRUCTION</u></p> <ul style="list-style-type: none"> • Development of a student-centered, differentiated work period through flexible groupings to ensure all needs are addressed • Research opportunities at each grade level will include processing skills, in addition to content objectives • Analysis, Synthesis and Evaluation will be used as essential components of daily lessons to guarantee the highest levels of critical thought 	<ul style="list-style-type: none"> • Research checklist will develop a historiography lens thorough evaluation of sources, as well as a depth of critical research to ensure sophisticated analysis • Use of computer technology in daily instruction, through Power Point presentations, video/audio clips • Preview and review of Enduring Understandings and Outcomes to determine intentionality within units and lessons 	<ul style="list-style-type: none"> • Sharing of best practices and models at grade level, department and faculty meetings • Student use of models, essay debriefs, peer editing and peer review to integrate better interpretations within writing opportunities • Review of Moodle communications to analyze best practices
<p><u>USE OF DATA TO MONITOR AND ADJUST INSTRUCTION</u></p> <ul style="list-style-type: none"> • Flexible groupings will be determined, based on data collection – past performance, pre-assessments, skills, readiness, teacher time needed, assessment results and RTI communications • Use of the Essential Understandings will promote content transfer from lessons and units • Rigor will be increased within writing assessments by creating more thematic essay opportunities at both grade levels 	<ul style="list-style-type: none"> • Specific and timely individual feedback provided to students, based on performances via rubrics, past individual performance and individual student goals • Analysis of assessment opportunities to determine instructional implications for individual students, sections, lessons and units • Provide consistent and timely feedback to assist students in reaching their full potential as writers 	<ul style="list-style-type: none"> • Ongoing analysis of data from Grades 4-6 and Grades 9-12 teachers to assist in a solid vertical articulation of instructional goals, successes and next steps • Ongoing collegial input from other faculty to determine successful practices that will assist in individualizing student instruction
<p><u>REFLECTION ON STUDENT PROGRESS AND TEACHING EFFECTIVENESS</u></p> <ul style="list-style-type: none"> • Peer editing, review and reflection within Performances of Understanding to foster a greater depth of critical analysis in preparing for summative writing opportunities • Promotion of immersion writing to guarantee student reflection toward improvement 	<ul style="list-style-type: none"> • Analysis of past and current writing portfolios to assist in a diagnosis of student needs and progress • Individual conferences/discussions will increase the role of students as stakeholders in their success 	<ul style="list-style-type: none"> • Student and teacher reflection of writing assessments used as essential components in understanding strength and growth opportunities

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Language other than English 09-10

- **The passing and mastery rates for all 5 languages on the LOTE Exam will be maintained or increased (100% passing, 77% mastery).**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<p>Identify focus of instruction through analysis of previous student</p> <ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening <p>* Refer to LOTE Toolbox</p> <p>Build on student prior knowledge to increase depth of understanding and to expand student's repertoire.</p>	<ul style="list-style-type: none"> -check for understanding - quizzes, tests, dictations -small presentations, dialogues -homework -spontaneous student writing and speaking analysis by teacher -translations -repetition of comprehensible input -notebook checks -songs -connect with prior knowledge of target language and of English -unit tests that replicate Proficiency Exam through listening, Speaking and writing 	<ul style="list-style-type: none"> - Collegial time - Professional publications - Workshops - Conferences - Collegial Inquiry Ongoing
<p>Using differentiation in learner-centered classrooms, continuing to immerse students in strategies needed for transfer of knowledge, skills and concepts.</p>	<ul style="list-style-type: none"> - Variety of activity choices and products - Open-ended homework - Stations - Individual assessments - Communication w/ Special Education - Advocating for Special Education - Group work products 	<p>Ongoing</p> <p>Consult Moodle</p> <ul style="list-style-type: none"> - Attend PPS/CSE meetings
<p>Provide opportunities to increase student analysis, questioning and evaluation.</p>	<ul style="list-style-type: none"> - Students self evaluate/grade - Homework - Level of Teacher questions - Quizzes - Rubrics as guidelines - Teacher monitors and adjusts where needed 	<p>Ongoing</p>
<p>Teach higher-level thinking skills through the use of the Comprehension Outcomes and Strategies</p>	<ul style="list-style-type: none"> -Use writing and speaking opportunities to rigorously challenge students -Assess depth of open-ended responses -Circumlocutions and mind-mapping - Problem solving w/ real life situations 	<p>Ongoing</p>
<p>Emphasize relevancy and in-depth understanding through connections</p> <p>Examples:</p> <ul style="list-style-type: none"> • Cross-curricular information • Travel • Jobs • Community • History • English vocabulary • Current Events • Employ backward design when planning lessons 	<ul style="list-style-type: none"> - Class activities <ul style="list-style-type: none"> - Sharing anecdotes - Vocabulary work - Community awareness and updates, discussions, involvement - Compare and contrast culture - Present objectives clearly 	<ul style="list-style-type: none"> - Cultural films, pictures, articles Ongoing

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Art 09-10

- **Increase (Art) literacy: reading about, analyzing, and interpreting art creations throughout history so students can clearly communicate through personal creations, writings and discussions of art.**
- **Learning and Achievement- increase the academic performance of all students to support high levels of learning**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/Professional Development
1. Critical Thinking <ul style="list-style-type: none"> ◆ Description, analysis, interpretation, judgment (regarding art history, student work and self evaluation), reflection ◆ Structural and creative problem solving in studio work ◆ Thematic Discussions ◆ Emphasizing dynamic processes ◆ Transfer knowledge and skills to a variety of contexts, in school and beyond 	<ul style="list-style-type: none"> ◆ Reflections of E2K questions written/oral ◆ Shows growth in problem solving skills of individual projects/variety of student work ◆ Students defend artistic choices through discourse ◆ Extension of thinking and increased fluency of communication ◆ Transfer elements of art and principles of design from one lesson to another and beyond ◆ Formulating questions about artwork using Feldman's Model ◆ Peer review/feedback from others/critique with constructive criticism ◆ Differentiation within the group work. 	<ul style="list-style-type: none"> ◆ Continually/after each project ◆ Memorial Art Gallery/ Art workshops/ Art Teacher Association Conferences ◆ Continually asking students and teachers what they are doing, and in other disciplines, etc.
2. Writing <ul style="list-style-type: none"> ◆ Written critique responses (self and peer evaluations and reflections) ◆ Brainstorming of ideas ◆ Writing within the curriculum (creative writing within artwork or written projects) 	<ul style="list-style-type: none"> ◆ Results shown in finished projects ◆ Evaluation/reflection sheets ◆ Art journal responses ◆ Creative writing displayed with projects ◆ Recall from previous art class and applications to present lesson ◆ Research on an artist's style and biography 	<ul style="list-style-type: none"> ◆ Continually
3. Reading- Accessing Information <ul style="list-style-type: none"> ◆ Scholastics Art magazines ◆ Peer or teacher evaluations and responses ◆ Rubrics, written guidelines, and instruction sheets regarding outcomes ◆ Reading as inspiration for artistic creation ◆ Improve student's ability to access info from reading 	<ul style="list-style-type: none"> ◆ Students actively reading throughout the curriculum ◆ Increase depth of student responses utilizing advanced vocabulary development and reading comprehension ◆ Use of computer lab ◆ Research on artist's style and biography ◆ Articles on a variety of cultures in art 	<ul style="list-style-type: none"> ◆ Continually ◆ Best practice sharing ◆ Exhibition of Artwork with writing examples for Dake community to read
4. Technology infusion/literacy <ul style="list-style-type: none"> ◆ Meet No Child Left Behind standards ◆ Use of digital cameras, scanned images ◆ Use of internet as tool for visual references, research ◆ Momio Projector 	<ul style="list-style-type: none"> ◆ 8th grade finished projects show digital components (digital cameras, computer software Adobe Photoshop Elements, scanned images, etc) ◆ Use of the computer lab ◆ Teachers gaining fluency and use of Mimio program eventually involving students in the process. 	<ul style="list-style-type: none"> ◆ By the end of the 8th grade semester ◆ High school follow-up, classes on new technology, department meetings, technology department ◆ Teacher Learning Center professional development in technology classes

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Music 09-10

- **Increase musical understanding through implementation of new Ad Hoc outcomes. As a result of these outcomes and revised forms of assessment, students will achieve higher levels of performance, analyze elements of performance through discourse and writing, and explain music’s significance in cultural and historical contexts.**
- **Implement transfer strategies to improve performance skills as well as retention of concepts from one piece of musical literature to another**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<ul style="list-style-type: none"> ➤ Continue use of backwards design for lessons and rehearsals ➤ Create differentiated performance goals for students based on data and observations ➤ Regular musical performance of goals to determine progress and understanding ➤ When appropriate, discuss historical or cultural significance of a piece and how that significance affects musical composition or interpretation ➤ Written reflections that extend understanding of the elements of music and performance as evidence of critical thinking skills 	<p>MONITORING</p> <ul style="list-style-type: none"> ➤ Teachers evaluate written reflections of performances ➤ Teachers evaluate student performances, both individually and in ensembles of varying size with weekly, quarterly, and yearly assessments ➤ Teachers will collect writing samples and evaluate them for content and mechanics <p>REPORTING</p> <ul style="list-style-type: none"> ➤ Concerts, lessons, interims, report cards 	<p>TIMEFRAME</p> <ul style="list-style-type: none"> ➤ Entire School Year <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> ➤ NYSSMA convention, seminars, department meetings, faculty meetings, Ad Hoc
<ul style="list-style-type: none"> ➤ Composition/improvisation activities which require transfer skills ➤ Develop strategies for accessing prior knowledge and its application to performing new musical concepts ➤ Regular musical performance of goals to determine progress and understanding 	<p>MONITORING</p> <ul style="list-style-type: none"> ➤ Teachers will make constant connections between new and old material so that students can compare and contrast ➤ Teacher- and student-directed activities with feedback <p>REPORTING</p> <ul style="list-style-type: none"> ➤ Concerts, lessons, interims, report cards 	<p>TIMEFRAME</p> <ul style="list-style-type: none"> ➤ Entire School Year <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> ➤ NYSSMA convention, seminars, department meetings, faculty meetings, Ad Hoc

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Physical Education 09-10

- To increase the understanding of cognitive and psychomotor skills related to team and individual sports for the purpose of fostering the development of individual talents, interests. The concept of wellness will be integrated throughout the curriculum with the emphasis on personal decision-making.
- To differentiate and modify Physical activities appropriately for all students in order to improve their performance in Physical Education
- To differentiate and modify Physical Education activities for students with special needs.
- Maintain or increase the passing rate to 95%.

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/ Professional Development
<ul style="list-style-type: none"> ◆ Individual activities ◆ Team activities ◆ Cooperative games ◆ Sport Education Model ◆ FitnessGram ◆ Physical education Profile ◆ Integrate Technology <p>*analysis and interpretation of strategies, decision making, ,problem solving and performance of understanding</p> <ul style="list-style-type: none"> ◆ Critical Thinking Skills as it relates to biomotor abilities, strategic game play, and data analysis. ◆ Differentiation ◆ *groupings, modify time, equipment, and activity ◆ Backward Design ◆ Discourse ◆ *small and large group, peer coaching, think pair-share 	<ul style="list-style-type: none"> ◆ Progressive Motor skills ◆ Daily E2K ◆ Connecting to prior knowledge ◆ Sport Education Roles(coach, trainer, official , reporter , artistic designer, photographer, scorekeeper) ◆ Pedometers, Insta-pulse, Wellness Center, DDR ◆ Individual Excel graphing and analysis ◆ Individual FitnessGram Data and analysis reports ◆ NYS Rubric Assessment tool ◆ Transfer of knowledge, skills and affective values ◆ Performance of Understanding ◆ Checking for Understanding ◆ Critical Thinking Skills ◆ Writing in the content area ◆ Cognitive assessments ◆ Record Individual Workout Data ◆ NYS Rubric Assessment tool <p>** All activities and games will be mapped through the Physical Education Curriculum Outcomes</p>	<ul style="list-style-type: none"> ◆ -Faculty Meetings ◆ Professional Development ◆ -Dept. Meetings ◆ -Conferences <ul style="list-style-type: none"> ➢ Attendance ➢ Presenting ◆ -Workshops ◆ -Professional Publications ◆ -Collegial time ◆ TLC
<ul style="list-style-type: none"> ◆ Manage personal and community resources 	<ul style="list-style-type: none"> ◆ Connecting to the community, PTSA, organizations, and businesses available to support teaching goals, guest speakers and instructors when possible ◆ Connect students to outside resources that will support Physical Education as a lifetime activity (recreational clubs, organizations and community activities) 	<ul style="list-style-type: none"> ◆ On-going
<ul style="list-style-type: none"> ◆ Create a safe environment <ul style="list-style-type: none"> A. Physical B. Emotional 	<ul style="list-style-type: none"> ◆ Accident reports/Self-evaluation,, sportsmanship, progressive skill lessons, fostering a risk taking environment ◆ Support and modify instruction for students with special needs 	<ul style="list-style-type: none"> ◆ On-going

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Technology 09-10

- Increase students achieving mastery level to 85%.
- Implement wide range of strategies to manage student engagement and incorporate standards based teaching.
- Increasing the instructional repertoire as well as consistency of expectations for student critical thinking, reading and writing.
- Junior High School students will transfer understanding from Junior High Technology Education courses to High School Technology Education courses

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/ Professional Development
1. Through student centered learning experiences and differentiated activities, guide students in becoming independent thinkers who can constructively analyze their own work as well as classmates' work 2. Increase rigor and intensity of diverse student learning experiences and strengthen problem-solving opportunities 3. Continue to apply current cutting edge technology into activities, instruction, and research projects 4. Utilize PLTW and STEM as a pathway in the continual integration of technology into the classroom 5. Apply current technology processes coupled with the integration of more math and science 6. Use Comprehension Outcomes to provide students with authentic and enriching activities that provoke critical thinking, reading, writing and self reflection	<ul style="list-style-type: none"> ◆ Design authentic assessments that align with the standards based approach and backwards design philosophy ◆ Rubrics/Student Self Reflections ◆ Continue refining 7th and 8th Grade Program incorporating GTT Curriculum ◆ Analysis of student work in comparison to whole class and previous classes ◆ Share ideas and strategies in department meetings and learn from other's experiences ◆ Foster authentic student centered, hands-on learning experiences ◆ Students will gather data, compare and contrast this data with technical standards and verify the validity of this data mathematically and through the use of scientific inquiry ◆ Students will manipulate technical material to synthesize understanding and promote decisions based on technical and factual data 	<ul style="list-style-type: none"> ◆ Ongoing PLTW training/ updating ◆ Participation in local/state conferences ◆ School visitation ◆ Department meeting time dedicated to 7th-8th grade curriculum enrichment

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Family and Consumer Science (FACS) 09-10

- Using backward planning and the transference of skills in the creation of the 7th/8th grade Consumer and Family Sciences program to include all state mandates.
- Maintain or increase the passing rate to 96%

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<ul style="list-style-type: none"> ◆ Continue building a repertoire of student centered learning activities to promote critical thinking. ◆ Continue using backward planning to build the 7th/8th grade Consumer and Family Sciences programs to include the FACS standards ◆ Continue to work on development and implementation of the new Crosswalk Initiative by working with Health, Counseling Department members. ◆ Develop, and implement ways of helping students transfer skills from one curriculum to another, or one life activity to another. ◆ Implementing common planning time to critique and develop skills based activities transferring what students have learned to other real life activities. ◆ Continue to use current technology to aid students in developing skills, and self knowledge. 	<ul style="list-style-type: none"> ◆ Discussions with students <ul style="list-style-type: none"> ○ Posting role responsibilities ○ Higher quality work being turned in ○ Mastering Skills ◆ Reporting <ul style="list-style-type: none"> ○ Showing examples of work (student) ○ Showing differences in lesson plans ○ Showing lessons plans involving other departments (Health & Counseling) ○ Student Career Portfolios which will follow students to the HS (placed in guidance dept) ○ Teacher Portfolio to reflect on student outcomes. ○ Maintain a Career Portfolio at the 8th grade to be transferred to IHS. ○ Maintain a Nutrition and Career Portfolio at the 7th grade level to be transferred to 8th grade. 	<p>Timeframe</p> <ul style="list-style-type: none"> ◆ All year - continue to develop <p>Professional Development</p> <ul style="list-style-type: none"> ◆ Study Groups ◆ Student Centered Learning ◆ Motivation ◆ Observe other classroom teachers in our own building and other districts ◆ Sharing lessons and ideas with other depts. in order in implement Crosswalk Initiative

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Health 09-10

- To increase students' understanding and transference of the seven health skills (Self-Management, Relationship Management, Stress Management, Communication, Decisions-Making, Planning and Goal Setting and Advocacy) using backward design planning, critical thinking (analysis, synthesis, and evaluation and differentiation (interventions) strategies.

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/Professional Development
<p><i>Backward Design:</i></p> <ul style="list-style-type: none"> ◆ Crosswalk Initiative: collaboration between Health, FACS and Guidance) Implementation of updated N.Y. State Skills Based Health Education Curriculum- (emphasis on skills and functional knowledge-essential to know content) ◆ Use pre-assessment data to evaluate prior knowledge <p><i>Team-Teaching</i> with FACS</p> <ul style="list-style-type: none"> • Additional experiences with Cross Walk (x2) total of 4 by June <p><i>Portfolio</i> – differentiation of student products, students given opportunities to improve and resubmit</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ◆ Develop skills that will transfer into a healthy lifestyle ◆ Reading strategies using common language ◆ Communicating through writing-CEEI ◆ Evaluate risk behaviors and correlate to negative outcomes ◆ Analyze and critique media /advertisements ◆ Student centered learning experiences ◆ Open ended questions relevant to life experiences <p><i>Differentiation</i></p> <ul style="list-style-type: none"> ◆ Student products ◆ Flexible groups ◆ Graphic Organizers ◆ Hurdle helpers 	<ul style="list-style-type: none"> ◆ Active Ad-hoc ◆ Teacher observation of performances of understanding <p><u>Determine student understanding and progress:</u></p> <ul style="list-style-type: none"> • Written assessments • Data analysis of assessments <ul style="list-style-type: none"> ◆ Partner, group and class Discourse ◆ Conference with students <p><u>Frequent checking for understanding:</u></p> <ul style="list-style-type: none"> ◆ Ticket to leave ◆ Written reflections ◆ Summary Card ◆ Questionnaire Dipsticks ◆ Completion of activities with greater independence ◆ Role play 	<ul style="list-style-type: none"> ◆ 2009-2010 Cross-walking Initiative Planning (10/22/09) Target dates (10/19,20/09) (12/15,16,17/09) ◆ Common planning period with FACS - opportunities for collaboration between Health and FACS ◆ Use staff-development meetings to brainstorm strategies, develop activities ◆ Use department meetings to share best practices ◆ Contact teams/counselors for strategies to assist various learning styles

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets – Counseling 09-10

Building Goal:

- **Increase the passing rate in core classes to 96% or more and increase the passing rate in all courses to 94% or more while continuing to improve upon a positive, safe, and respectful learning environment that fosters social development, school pride, and a sense of belonging for all members of the Dake community**

Counseling Department Goal:

- **The Dake Counseling Department will continue to support the Instructional Focus by providing a comprehensive, developmental school counseling program addressing the academic, career and personal/social development of all students**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
Academic Development Activities: <ul style="list-style-type: none"> ➤ Assist teams in developing academic intervention plans for struggling learners, to further ensure that all students will meet personal goals (assisting team in following Response to Intervention process) In addition, help to better align RTI plans with AIS plans ➤ Providing data to teams – binders with past and present intervention grids listing goals for students and interventions ➤ Individual goals setting/problem solving meetings with struggling learners ➤ Further alignment and communication of transition plans for students <ul style="list-style-type: none"> ➤ Level 1 vocational Assessments ➤ Communication regarding 504s and IEPs <ul style="list-style-type: none"> ➤ AIS/Chapter supports ➤ Staffing minutes and RTI plans 	<ul style="list-style-type: none"> ➤ Determine how intervention will be measured, when plan will be revisited and adjusted as necessary ➤ Team minutes ➤ Pre-referral intervention sheet, intervention goals ➤ PPS “request for case conference sheet” and PPS minutes ➤ Communication and follow-up with teachers, students, parents, and administrators to monitor progress 	<ul style="list-style-type: none"> ➤ Ongoing
Career Development Activities: <ul style="list-style-type: none"> ➤ 7th and 8th grade group guidance lessons targeted at course selection, transition, and high school planning (for 8th grade) ➤ 8th grade individual or small group conferences for the purpose of developing 4 year plan ➤ Bridges: (computer program for student career planning) co-teaching opportunity with FACS teachers ➤ Lessons co-taught with FACS teachers covering student interests and abilities, and how these relate to career exploration and future choices. Utilize 60 minute blocks of ELA and Math to deliver instruction. ➤ Crosswalking Student Assessment 	<ul style="list-style-type: none"> ➤ Dake Schedules completed ➤ IHS schedules completed ➤ Individual Plans completed ➤ 4 Year Plans completed ➤ Level 1 Vocational Assessments completed by teacher, parent and student (with counselor) ➤ Level 1 Vocational Assessments presented at Annual Reviews and given to HS counselors to help with transition ➤ Electronic Career portfolio ➤ Lesson Assessments ➤ Interest inventories 	<ul style="list-style-type: none"> ➤ Ongoing ➤ Spring ➤ Spring
Personal/Social Development Activities: <ul style="list-style-type: none"> ➤ Large group guidance in Health classes <ul style="list-style-type: none"> • Problem-Solving and decision-making (this will be a revision from previous lesson about the conflict cycle) ➤ PEACE day lesson – how perspective, empathy, acceptance, compassion, equality are keys for a peaceful school ➤ Engaging students in the problem solving process ➤ Small group counseling for social skills training ➤ Individual counseling ➤ Mediation between student/student; teacher/student ➤ Interfacing with multiple community resources, both public and private for the purposes of referral, monitoring and communication regarding students' social/emotional/behavioral progress. 	<ul style="list-style-type: none"> ➤ Classroom assessments reinforcing concepts taught ➤ Reflection and action statements as part of lesson ➤ Conversations with and anecdotal reports from teachers, students, parents, and administrators ➤ Problem Solving Rubric in combination with anecdotal reports and observation 	<ul style="list-style-type: none"> ➤ Ongoing

Dake School Annual School Improvement Plan 2009 – 2010

<p>Professional Development (to support above goals) Activities:</p> <ul style="list-style-type: none"> ➤ Implementation of updated curriculum via individual, department, and district levels ➤ Bridges Training ➤ Curriculum Integration “Crosswalking” – FACS Initiative ➤ Numeracy/Literacy Initiative 	<ul style="list-style-type: none"> ➤ Continued planning and implementation of Guiding Principles and Comprehensive Counseling Program ➤ Training will allow counselors to assist students in more effectively researching potential career interests and rolling over individual portfolio to the high school ➤ Working collaboratively with various departments to research initiatives and the pros/cons of incorporating them at Dake 	<ul style="list-style-type: none"> ➤ Ongoing
---	---	---

Dake School Annual School Improvement Plan 2009 – 2010

School Improvement Targets –Special Ed. 09-10

- **Improve the academic performance and transfer of knowledge/skills in work with students w/ special needs across all curricular areas through a variety of methods including differentiation, strategy instruction and data driven instruction through backwards planning**

Strategy <small>(Activities to accomplish the goal)</small>	Monitoring <small>(Means of ongoing measurement of accomplishment; evidence to be gathered)</small>	Timeframe/ Professional Development
<p>[Data Driven Instruction] Create student profiles that:</p> <ul style="list-style-type: none"> • Align instruction w/ IEP goals and objectives, district outcomes and state standards • Inform data based instruction • Share best practices and strategies w/ GenEd and with mentoring partners • Ensure seamless transitions <p>Adjust and update student profiles to reflect current levels of performance</p>	<ul style="list-style-type: none"> • Attend transitional CSE's of entering students • Team meetings • Department meetings • Report cards/Interim reports • Assessment data • Meetings w/ colleagues and mentoring • Ongoing analysis of student work 	<ul style="list-style-type: none"> • Ongoing, as well as analysis of NYS assessments
<p>[Strategy Instruction] Use of targeted group of instructional strategies within special education setting and reinforced through practice in the GenEd setting to support students accessing, extending, and communicating information.</p> <ul style="list-style-type: none"> • Pre-teach/re-teach essential to know • QVC • Notice-Wonder-Connect • Summarizing • QAR/coding text • 5 W's for listening comprehension • Graphic organizers • SWBS • Listening/Notetaking • Prompt analysis • Strategy cards/notebook • Stopping points • Find evidence in text to support Mult. Choice • CEEI • Verbalization during writing 	<ul style="list-style-type: none"> • Observation of transfer across academic settings • Performance on pre-assessments and NYS assessments • Scaffolded instruction including modeling, guided practice, independent practice • Carry-over of strategies by GenEd • Tracking of assignments and tests • Monitor and adjust instruction through cooperative planning sessions w/ Gen Ed colleagues 	<ul style="list-style-type: none"> • Ongoing
<p>[Individualized Literacy Support] Institute small group systematic reading instruction including word attack, fluency, comprehension, vocabulary and spelling. (Wilson Reading program, Word Study, guided reading supports)</p> <p>RTI -- Collaboration with GenEd teachers to monitor and adjust instruction in monthly meetings across teams</p>	<ul style="list-style-type: none"> • Continue sequential skill building with checkpoints • Informal classroom assessment • AIMS web analysis for benchmarking/ goal-setting 	<ul style="list-style-type: none"> • Consultation w/ reading specialists and collegial support
<p>[Behavioral Interventions] Increasing behavioral support repertoire through participation in Therapeutic Crisis Intervention training</p> <p>Develop behavior support plans/ guidelines through PPS process</p>	<ul style="list-style-type: none"> • Increased student time in class; reduction of discipline referrals <p>* ABC data sheet analysis</p>	<ul style="list-style-type: none"> • Discipline referrals; student time out of class; student time on task