

DAKE SCHOOL BASED PLANNING

IMPROVEMENT PLAN

2008 - 2009

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BUILDINGWIDE GOALS 2008-2009

- **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 96% 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.**
- **Effectively implement, support, & monitor *new initiatives (numeracy/literacy & FACS Cross-walking)* to increase student achievement & positively impact the culture & climate of the building**

A Snapshot of Building Activities/Strategies

Culture and Climate

Climate and Culture Subcommittee

Monthly Spirit Days
Red Ribbon Week
Community Service
Staff/Student of the month recognition

Problem Solving Forum for
Student and Staff issues

Student Government

After School Parties
Community Service

Other Activities

PEACE Day
Natural Helpers
Peer Mediation
Service Learning
Clubs/Sports
Music/Theater
Mentor Program
Sunshine Club
Principal's Advisory Program
Class Acts

Literacy

- Implementation of districtwide 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," Summer Reading, Readathon, Literature Jeopardy
- 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 diagnostic proficiency 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 so that 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
- Implement increased time for mathematics instruction
- Implement Family & Consumer Sciences (FACS) cross-walking initiative where aspects of the FACS curriculum is integrated with Health and School Counseling

New 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

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Numerical Data and Goals

Area	Grade	Test	Level	2003	2004		2005	2006	2007	2008	2003-2008	2009	
				Act	Goal	Act	Act	Act	Act	Act	Avg	Goal	Act
All	7 & 8	Core Pass Rate	Pass all	92%	95%	94%	93%	94%	92%	95%	93%	96%	
		Total Pass Rate	Pass all	88%		92%	91%	90%	91%	93%	91%	94%	
E L A	7	Terranova	Proficiency					45%	39%	50%	45%	55%	
			Mastery					6%	8%	16%	10%	18%	
		NYS ELA	Proficiency					77%	76%	87%	80%	88%	
			Mastery					11%	11%	5%	9%	15%	
	8	NYS ELA	Proficiency	57%	75%	61%	63%	60%	79%	76%	66%	81%	
			Mastery	8%	20%	11%	12%	5%	9%	9%	9%	15%	
M A T H	7	Terranova	Proficiency					52%	51%	64%	56%	65%	
			Mastery					6%	7%	26%	13%	27%	
		NY State Total	Proficiency		80%			83%	89%	93%	88%	94%	
			Mastery		85%			25%	32%	50%	36%	51%	
	8	1A Local Final/ Regents A (08)	Proficiency	75%	88%	94%	94%	100%	100%	100%	94%	100%	
			Mastery	25%	43%	52%	52%	69%	82%	91%	62%	92%	
		NY State Total	Proficiency	61%	75%	85%	77%	71%	87%	89%	78%	90%	
			Mastery	8%	40%	23%	14%	15%	25%	26%	19%	30%	
		NY State 1A Students	Proficiency		100%	100%	100%		100%	NA	100%	NA	
			Mastery		50%	59%	77%		81%	NA	72%	NA	
SOC	7	Local Final	Proficiency	87%	92%	91%	91%	92%	93%	94%	91%	95%	
			Mastery	48%	50%	54%	53%	63%	67%	69%	59%	70%	
STD	8	NY State	Proficiency	70%	95%	76%	86%	88%	90%	90%	83%	91%	
			Mastery	12%	30%	25%	25%	43%	41%	48%	32%	50%	
S C I E N C E	7	Local Final	Proficiency	90%	90%	91%	90%	92%	94%	93%	92%	95%	
			Mastery	39%	50%	37%	42%	44%	52%	47%	44%	50%	
	8	NY State Total	Proficiency	97%	97%	93%	96%	92%	93%	94%	94%	97%	
			Mastery	65%	65%	54%	54%	47%	55%	61%	56%	62%	
		NYS Earth Sci Regents	Proficiency	100%	100%	100%	100%	100%	100%	100%	100%	100%	
			Mastery	96%	96%	86%	93%	96%	85%	81%	90%	91%	
LOTE	8	NY State Total	Proficiency	97%	98%	97%	97%	99%	98%	98%	98%	100%	
			Mastery	56%	60%		66%	65%	72%	70%	66%	76%	
S P E C N E E D S	7	State ELA	Dist Prof					29%	39%	24%	31%	35%	
			Dake Prof					25%	39%	24%	29%	32%	
		State Math	Dist Prof					32%	59%	55%	49%	57%	
			Dake Prof					32%	59%	60%	50%	62%	
	8	State ELA	Dist Prof	10%		17%	10%	16%	45%	44%	24%	45%	
			Dake Prof				13%		42%	47%	34%	48%	
		State Math	Dist Prof	10%		49%	28%	42%	55%	67%	42%	70%	
			Dake Prof				35%		62%	68%	55%	70%	
		State Soc Stud	Dist Prof	20%		35%	44%	55%	52%	67%	46%	70%	
			Dake Prof				48%		54%	67%	56%	70%	
		State Science	Dist Prof	80%		76%	72%	76%	70%	82%	76%	85%	
			Dake Prof				81%		77%	82%	80%	85%	

INSTRUCTIONAL FOCUS AT DAKE JUNIOR HIGH SCHOOL 2008-2009

Continue to increase sophistication with Backward Design Planning by consistently planning and implementing Performances of Understanding that match or exceed the level of thinking demanded in the standards. Create lessons that demand production of student work showing evidence of analysis, synthesis, and evaluation, and that support transference of skills and important concepts across units and subjects.

Our professional development at Dake will target:

Increasing the diagnostic approach to Backward Design Planning

- Emphasize standards & objectives that are transferable within and across content areas
 - ❖ Writing as thinking
 - ❖ Consistent expectations for quality of writing
 - ❖ Frequent opportunities for students to write
 - ❖ Analysis, synthesis, evaluation
 - ❖ Enduring understandings within content areas

- Evaluate student academic performance
 - ❖ Standardized assessment data
 - ❖ Summative assessment data
 - ❖ Formative assessment data
 - ❖ Pre-assessment data

- Use this information to plan instruction, matching standards with individual student needs to foster independence
 - ❖ Target individual student needs
 - Reading, writing, thinking, executive function, social/emotional
 - ❖ Create a sophisticated work period by differentiating student products, teacher processes, and/or student materials

- Monitor instruction through ongoing checks for understanding and provide feedback to students to assess and improve learning
 - ❖ Quick turnaround of specific feedback to students so they can apply this feedback to their work
 - Teachers, peers, self (Conferencing)
 - ❖ Documentation of feedback to support future instruction
 - ❖ Specific monitoring of individual intervention plans

- Adjust instruction based on student work and formative assessment data

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School Improvement Targets – English Language Arts 08 - 09

- **Seventh-grade students will score proficiency at 88% and mastery levels at 15% on the NYS ELA.**
- **Seventh-grade students will score on the TerraNova 55% proficiency and 18% mastery.**
- **Eighth-grade students will score proficiency at 81% and mastery levels at 15% 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 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; ongoing data collection 	<ul style="list-style-type: none"> ◆ Ongoing administrations of the on-demand formative assessments and rehearsals ◆ Three release days for professional development in readers' and writers' workshop delivered in the 65/42 model ◆ Ongoing discussions at grade-level meetings ◆ Department meetings ◆ Meetings between Rogers and Iroquois core teachers and Dake ELA teachers
<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"> ◆ Ongoing ◆ Observation conferences with supervisors
<ul style="list-style-type: none"> ◆ Use differentiated instruction in learner-centered classrooms (readers'/writers' workshop structure with flexible groupings and weekly co-teaching), to continue to immerse students in a variety of strategies needed for success 	<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 	<ul style="list-style-type: none"> ◆ Ongoing
<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"> ◆ Ongoing
<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"> ◆ Ongoing ◆ Formal and informal observations and feedback
<ul style="list-style-type: none"> ◆ Administer NYS ELA 7 and 8 assessments ◆ Administer & score district independent writing assessments 7 and 8 ◆ Administer & score district listening/writing and reading/writing assessments 7 ◆ Administer TerraNova assessment 7 ◆ 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 used to identify further instructional implications ◆ Pretests and Posttests ◆ Spelling assessments on the features taught including application in students' writing 	<p>1/21 – 1/22 1/21 – 1/22 grade 7; 4/2 grade 8 4/29 6/2 - 6/3</p> <p>September – end of year</p>

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School Improvement Targets – Mathematics 08-09

- Overall Grade 7 students will achieve NYS scores of 94% Proficiency and 51% Mastery
- Overall Grade 7 students will achieve on the TerraNova 65% Proficiency & 27% Mastery
- Overall Grade 8 students will achieve NYS scores of 90% Proficiency and 30% Mastery. Advanced Integrated Algebra students will receive 100% Proficiency and 84% 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"> ◆ Use 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. • Use student work and scoring rubrics aligned with the New York State assessments to measure a student's growth towards and beyond the standards. • Utilize the extended time to increase student engagement through discourse, active synthesizing, and communication. • Continue to develop mathematical writing skills and vocabulary development through the use of reflections. • Use student data to differentiate with a focus on developing lessons with a variety of back-pocket questions and flexible groupings. • Use technology resources such as school island, graphing calculators, geometer's sketch pad and CPS to further enhance learning 	<ul style="list-style-type: none"> • Analysis of CMP assessment materials including: check-ups, partner quests, unit tests, and reflections, as well as pre-assessments, state tests and monthly parallel assessments. • Daily checks for understanding in addition to student/teacher conferencing. • Teacher reflection of extra time in 60-42 structure. • Student work and technology for diagnostic purposes 	<ul style="list-style-type: none"> • Time Frame: Ongoing. • 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. ○ Use of department meeting time to explore best practices around the L-E-S structure during 60/40 time periods, with a focus on differentiation. ○ Use of department meeting time to develop strategies to promote student success around tasks involving synthesis, analysis, and interpretations. ○ Use of department meeting time to develop and share differentiated lessons and strategies for flexible groupings based on student work. ○ Technology training for teaching and assessing (Ti-Navigator)

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School Improvement Targets – Science 08-09

- **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 62% Mastery.**
- **Grade 8 students will achieve NYS Earth Science Regents scores of 100% Proficiency and 91% 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 ILS assessment data to align lesson planning and unit assessments with District Outcomes and Essential Questions developed through the Science Ad Hoc process. • Increase collaboration between classroom teachers and special educators to monitor the effectiveness of instructional interventions and ensure high levels of support for all students. • Design rigorous problem-solving learning experiences (with a focus on scientific skills) to foster inquiry, critical thinking, comprehension, and student interest in a learner-centered environment. • Foster student independence by providing rubrics/models/feedback that allows students to reflect on and extend their learning. 	<ul style="list-style-type: none"> • Common grade level planning, once per week. • Implementation of Science Ad Hoc work re. Inquiry. • Regular meetings with special education faculty re the effectiveness of interventions to support students. 	<ul style="list-style-type: none"> • Weekly • Ongoing • Ongoing
<p><i>Active Teaching of Literacy Reading</i></p> <ul style="list-style-type: none"> • Assess student independence at higher levels of reading comprehension throughout the year by infusing reading strategies into science instruction and monitoring student use of strategies to not only access information in a meaningful way but to also use those strategies to successfully answer test questions. • Provide opportunities for students to use active reading strategies to increase reading comprehension, analysis and application through the use of common vocabulary, technical reading opportunities, (Current Science, graphs, diagrams, labs), the Dynamic Processes, and teacher modeling. 	<ul style="list-style-type: none"> • Common department planning, once per week. • Review of student work with colleagues. 	<ul style="list-style-type: none"> • Weekly • 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"> • Common grade level planning, once per week. • Review writing strategies and student work at interdisciplinary team meetings. Focus on strategies to elevate student writing in all areas. 	<ul style="list-style-type: none"> • Weekly • Ongoing • Monthly

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School Improvement Targets – Social Studies 08-09

- **Grade 7 students will increase their 2007-08 levels (94% Proficiency/69% Mastery) on the Local Final Exam to 95% Proficiency and 70% Mastery.**
- **Grade 8 students will increase their 2007-08 levels (90% Proficiency/48% Mastery) on the NYS Intermediate Exam to 91% Proficiency and 50% 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><u>EMPHASIS ON TRANSFERABLE SKILLS WITHIN AND ACROSS CONTENT AREAS</u></p> <ul style="list-style-type: none"> • Internalization of strategies to help students address tasks successfully (SOAPS, SCAMS, OSWBS, Inner Voice, etc.) • Connect enduring understandings and skills between units and grade levels to support students transferring these understandings • Backward design planning that focuses on analysis, synthesis and evaluation of key concepts & enduring understandings 	<ul style="list-style-type: none"> • Continued use of formative and summative assessments, pre-assessments and previews that connect to our Ad Hoc focus of transference of critical content and skills between units • Use of outside evidence to support critical analysis in writing opportunities 	<ul style="list-style-type: none"> • Use of grade level planning time and department meeting time to share models and best practices • Meet with ELA and social studies teachers from grades 4-6 and grades 9-12 to promote transference of skills within and across content areas • Planning and using Social Studies Outcomes through a historical lens to increase rigor, knowledge and comprehension and create an analytical basis for discourse and critical thought
<p><u>EVALUATION OF STUDENT ACADEMIC PERFORMANCE</u></p> <ul style="list-style-type: none"> • Use of formative and summative assessment data to inform and adjust instruction (re-teaching, enhanced performances of understanding) • Teaching with varied assessments within daily lessons to assist in diagnosis of student progress • Ensure the integration of the enduring understandings, as developed through the Social Studies Ad Hoc process 	<ul style="list-style-type: none"> • Task analysis of lessons and assessments to create performances of understanding that will improve student performance • Reflect and revise interventions as feedback is shared and evidence is collected and analyzed to help diagnose student needs • Preparation of assessments that reflect the use of transferred skills and content, as an implementation of the Social Studies Ad Hoc process 	<ul style="list-style-type: none"> • Timely feedback, debrief and reflection opportunities for students to strengthen future assessment performance • Examination and analysis of portfolios from the previous and current year to analyze individual and overall trends and promote data-driven instruction
<p><u>MEANINGFUL CHECKS FOR UNDERSTANDING WITH FEEDBACK WITHIN SIGNIFICANT WORK PERIODS</u></p> <ul style="list-style-type: none"> • Teaching with summaries within the lessons and checks for understanding as closure activities • Update lessons and develop performances of understanding that reduce scaffolding by focusing on component skills that provide students with opportunities to refine their skills based on timely feedback 	<ul style="list-style-type: none"> • Daily reflection/summary writing activities that demonstrate an analytical response to the enduring understanding • Use of pre-assessments before lessons and units to determine student needs • Discourse opportunities within lessons as an additional vehicle to communicate understanding 	<ul style="list-style-type: none"> • Continue to brainstorm varied and meaningful assessment venues within lessons and units at grade level planning meetings • Build student conferencing (individual and group) into the assessment review process to assist with students' internalization of skills and mastery of content
<p><u>STUDENT-CENTERED DIFFERENTIATION WITH A GOAL OF EVENTUAL INDEPENDENCE</u></p> <ul style="list-style-type: none"> • Diagnostic use of assessment data to determine flexible groupings (by materials, by ability, by support needed and by process) and individual student lesson planning • Plan for all students to make independent conceptual connections, as outlined by the Social Studies Ad Hoc process • Use of differentiated strategies (stopping points, purpose, inner voice) to enhance critical literacy for challenged readers 	<ul style="list-style-type: none"> • Intricate planning of instruction to ensure gradual independence for all students • Task analysis of lessons and units to build more independent work time into daily planning to increase student responsibility and success 	<ul style="list-style-type: none"> • Discuss effective interventions at twice-weekly team meetings to determine the most effective student-centered teaching strategies • Communicate rationale and steps toward independence with parents/guardians, thus promoting an atmosphere of success and partnership

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School Improvement Targets – Language Other Than English 08-09

- The passing and mastery rates for all five languages on the LOTE Exam will be maintained or increased (100% passing, 76% 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
Identify focus of instruction through analysis of previous student <ul style="list-style-type: none"> • Speaking • Reading • Writing • Listening * Refer to LOTE Toolbox Build on student prior knowledge to increase depth of understanding and to expand student's repertoire.	<ul style="list-style-type: none"> - Dipsticking - Quizzes, tests; dictations - Small presentations, dialogues - Checking for understanding - Homework - Spontaneous student writing and speaking analysis by teacher - Translations - Constant Drills - 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
Using differentiation in learner-centered classrooms, continue to immerse students in strategies needed for success on Level I LOTE Exam.	<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 	Ongoing - Attend PPS/CSE meetings
Provide opportunities to increase student analysis, questioning and evaluation.	<ul style="list-style-type: none"> - Students self evaluate/grade - Homework - Level of teacher questions - Quizzes - Rubrics as guidelines 	Ongoing
Teach higher-level thinking skills through the use of the Comprehension Outcomes and Strategies	<ul style="list-style-type: none"> - Grammar-focused-quizzes - Assessment of student answers to "why"? - Assess depth of open-ended responses - Circumlocutions and Mind Mapping - Problem solving w/ real life situations 	Ongoing
Emphasize relevancy and in-depth understanding through connections Examples: <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

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School Improvement Targets – Art 08-09

- **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
1a. 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"> ◆ Shown in critiques, peer discussions ◆ Overheard throughout the class ◆ Reflections of E2K questions written/oral ◆ Shown 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 	<ul style="list-style-type: none"> ◆ Continually/after each project ◆ Memorial Art Gallery/ Art workshops/ Art Teacher Association Conferences
1b. 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
1c. 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
2a. Differentiation of projects and materials <ul style="list-style-type: none"> ◆ Problem solving ◆ Student ownership ◆ Student choices and exploration ◆ Checks for understanding and feedback 	<ul style="list-style-type: none"> ◆ Results shown in the variety of student work ◆ Relevant to students-choices within art medium ◆ Critiques ◆ Students design/use rubrics ◆ Self evaluation ◆ Assess for learning ◆ Choice in research relevant to student’s personal interest 	<ul style="list-style-type: none"> ◆ Continually ◆ Always researching new ideas, working with other professionals for best practices ◆ Continued improvement from professional observations

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Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/Professional Development
2b. Academic support <ul style="list-style-type: none"> ◆ Teacher/student one to one time ◆ Contact with parents/counselors/teams ◆ Outside art activities/Art Club ◆ Visiting artists 	<ul style="list-style-type: none"> ◆ Empowering students with supports in place ◆ Students earning scholastic art awards ◆ Feedback from community ◆ Frequent communication with staff ◆ Culture and climate respect for peers and for art/learning process, citizenship 	<ul style="list-style-type: none"> ◆ Continually ◆ Working with the community ◆ Memorial Art Gallery Library/workshops
2c. 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 	<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 	<ul style="list-style-type: none"> ◆ By the end of the 8th grade semester ◆ Grants, high school follow-up, classes on new technology, department meetings, technology department ◆ Teacher Learning Center professional development in technology classes
2d. Engagement Backward planning to ensure: <ul style="list-style-type: none"> ◆ Essential to Know ◆ Engaging learning experiences ◆ Learner centered classroom ◆ Student initiation of questions and ideas to raise higher levels of learning 	<ul style="list-style-type: none"> ◆ Students immersed in activity during class time ◆ January Dake visit to IHS to overview art programs ◆ Finished work reflects students' interests ◆ Ongoing peer discussions ◆ Peer review/feedback from others/critique with constructive criticism 	<ul style="list-style-type: none"> ◆ Ongoing ◆ Continually asking students and teachers what they are doing, and in other disciplines, etc. ◆ Continued improvement from professional observations

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School Improvement Targets – Music 08-09

- Increase musical understanding as evidenced through written reflection and high achieving performances. Students will achieve proficiency on the written reflection as determined by the department writing rubric.
- Increase literacy as evidenced by students having the ability to read, analyze, interpret, and transfer metacognitive musical skills to unfamiliar literature. Students will be able to clearly communicate their learning through writing and discourse activities

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 backward 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 ➤ Using the Comprehension Outcomes, emphasize listening skills to critically evaluate classroom and concert performances ➤ Develop strategies for accessing prior knowledge and its application to performing new musical concepts 	<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 <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"> ➤ Written reflections that extend understanding of the elements of music and performance as evidence of critical thinking skills ➤ Enforce the use of musical vocabulary rather than vernacular to discuss music and its components ➤ Composition/improvisation activities which require transfer skills 	<p>MONITORING</p> <ul style="list-style-type: none"> ➤ Increased, informed use of music vocabulary, creating greater understanding of its implications for improved performance ➤ Teachers will collect writing samples and evaluate them for content and mechanics ➤ Teacher-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

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School Improvement Targets – Physical Education 08-09

- 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 they relate 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, Wellness Center, DDR ◆ Individual Excel graphing and analysis ◆ Individual FitnessGram Data and analysis reports ◆ NYS Rubric Assessment tool ◆ 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"> ◆ 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"> ◆ Ongoing
<ul style="list-style-type: none"> ◆ Manage personal and community resources 	<ul style="list-style-type: none"> ◆ Connecting to the community, organizations and businesses available to support teaching goals, guest speakers and instructors when possible 	<ul style="list-style-type: none"> ◆ Ongoing
<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"> ◆ Ongoing
<ul style="list-style-type: none"> ◆ Manage personal and community resources 	<ul style="list-style-type: none"> ◆ Connecting to the community, organizations and businesses available to support teaching goals, guest speakers and instructors when possible 	<ul style="list-style-type: none"> ◆ Ongoing

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School Improvement Targets – Technology 08-08

- Increase students achieving mastery level to 85%.
- Implement wide range of strategies to manage student engagement and incorporate standards based teaching.
- Increase 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 <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"> ◆ Through engaging learning experiences and differentiated activities, guide students to become independent thinkers who can constructively analyze their own work as well as classmates' work ◆ Increase rigor and intensity of student learning experiences and apply more problem-solving opportunities ◆ Continue to apply current cutting edge technology into activities, instruction, and research projects ◆ Utilize PLTW and MST as a pathway in the continual integration of technology into the classroom ◆ Apply current technology processes coupled with the integration of more math and science ◆ 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 ◆ Increase of 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

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School Improvement Targets – Family and Consumer Science (FACS) 08-09

- Increase literacy as evidenced by students possessing the ability to analyze, evaluate and interpret multiple texts and performances from a wide range of authors.
- Using Backward Planning 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 95%.

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 to build a repertoire of student centered learning activities to promote critical thinking. ◆ Continue to use 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. ◆ Explore ways of helping students transfer skills from one curriculum to another, or one life activity to another. ◆ Implement common planning to critique and develop skills based activities transferring what students have learned to other real life activities. 	<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. 	<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

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School Improvement Targets – Health 08-09

- 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>Backward Design:</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) ◆ Revision of “Negotiation Project” ◆ Use pre-assessment data to evaluate prior knowledge <p>Team-Teaching with FACS</p> <p>Portfolio – differentiation of student products, students given opportunities to improve and resubmit</p> <p>Critical Thinking</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 ◆ Open ended questions relevant to life experiences <p>Differentiation</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 <ul style="list-style-type: none"> ◆ Completion of activities with greater independence 	<ul style="list-style-type: none"> ◆ 2008-2009 Cross-walking Initiative – Summer/School year ◆ 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/guidance for strategies for struggling students

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School Improvement Targets – Counseling 08-09

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 (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	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) ➤ Providing data to teams – binders with past and present intervention grids listing goals for students and interventions, TerraNova scores ➤ Individual goals setting/problem solving meetings with struggling learners ➤ Transition planning for students with IEP's 	<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 four 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. ➤ Career Fair (AKA Careerniva'l) 	<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 ➤ Career Fair 	<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

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<p>Professional Development (to support above goals) Activities:</p> <ul style="list-style-type: none"> ➤ Counseling AD HOC ➤ 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
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School Improvement Targets –Special Ed. 08-09

- **Improve the academic performance of students w/ special needs across all curricular areas through a variety of ways including differentiation, strategy instruction and data based planning.**

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeframe/ Professional Development
<p>Create student profiles that:</p> <ul style="list-style-type: none"> • Align instruction w/ IEP's, district outcomes and state standards • Inform data based instruction • Share best practices and strategies w/ GenEd and with mentoree • 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 • 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>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 • 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 use in 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 	<ul style="list-style-type: none"> • Ongoing
<p>Institute small group systematic reading instruction including word attack, fluency, comprehension, vocabulary and spelling.</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 	<ul style="list-style-type: none"> • Consultation w/ reading specialists and collegial support
<p>Increasing behavioral support repertoire through participation in Therapeutic Crisis Intervention</p>	<ul style="list-style-type: none"> • Increased student time in class; reduction of discipline referrals 	<ul style="list-style-type: none"> • Discipline referrals; student time out of class; student time on task