



Irondequoit High School

School-Based Plan 2009-2010



West Irondequoit Central School District

**Irondequoit High School
2009-2010 School-Based Plan**

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Executive Summary

The IHS School-Based Planning Team, working with all the academic departments, reviews assessments and other data to identify areas of student need, in order to inform instruction and maximize student achievement. A Data Review follows this summary, including highlights of major assessments, areas of student need that will be targeted this year, and a brief overview of individual department action plans. The school goals incorporate this work in greater detail, aligning with the Board of Education's three Focus Areas: *Learning and Achievement*, *Culture and Climate*, and *Transitions*.

Learning and Achievement: The two goals in this area focus on **student achievement** and **student support**. The first goal articulates efforts to improve achievement via three skill focus areas: critical thinking, writing, and critical literacy, with the objective of maximizing the four-year graduation rate for all students. Professional development and evaluation will focus on inquiry, accessing information, determining importance, analytical interpretation, and the transfer of knowledge and skills to unfamiliar or complex contexts. Use of Response to Intervention Toolbox strategies and feedback processes will strengthen the identification and support of students in academic need. To advance this work, the second goal incorporates plans to sustain a comprehensive high school program that meets the needs and interests of all students; and a system of appropriate supports for students who struggle or are at risk of not attaining a West Irondequoit diploma.

Culture and Climate: This goal continues our emphasis on a high-quality, respectful **learning environment**. The focus of our work is to maintain and enhance the safety of the school through an atmosphere of mutual respect and cultural responsiveness; to strengthen school-home-community partnerships; and to continuously improve communication systems.

Transitions: This goal highlights ongoing efforts to make personal **connections** with students, especially in the transition from 8th to 9th grade, and to provide supports to students and parents that will enhance student success. It also reinforces initiatives to provide induction for new staff and to include all stakeholders in the instructional leadership process.

Irondequoit High School 2009-10 School-Based Planning Team

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Data Review

Table 1: June Regents Exams

	2005		2006		2007		2008		2009	
	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+
English Language Arts	92	58	96	59	94	66	97	68	98	73
Integrated Algebra							90	17	89	9
Geometry									84	22
Math A	89	32	94	43	90	49	94	48		
Math B	70	15	73	26	66	19	79	31	77	26
Earth Science	80	30	82	32	81	20	85	27	86	28
Living Environment	96	43	97	48	97	42	96	52	97	52
Chemistry	95	25	93	29	88	17	94	21	91	25
Physics	90	42	87	24	90	36	90	35	92	45
Global History & Geography	93	57	92	62	92	60	93	65	90	61
U.S. History & Government	95	68	95	72	94	70	98	82	97	72
French	100	52	100	70	100	67	92	46	97	47
German	100	67	100	65	100	58	100	82	100	80
Italian	100	54	100	89	100	84	100	74	100	72
Latin	100	82	100	29	91	91	100	55	100	71
Spanish	97	50	96	50	100	65	95	46	96	60

All figures are percentages

Bold italics indicate areas of special focus

Action Plan (Refer to Goal #1 for details)

- Continue intense focus on differentiated Math instruction in **Algebra, Geometry and Algebra 2/Trigonometry**
- Continue focus on inquiry, critical literacy and writing in **Earth Science** to continue to improve performance
- Focus in all areas on transfer of knowledge and skills to unfamiliar contexts/complex problems to promote mastery on exams

Table 2: Advanced Placement Exams

	2005	2006	2007	2008	2009
Number of exams written	647	665	661	762	847
Percent of students scoring 3-5	77	78	76	74	75

Table 3: Graduation Diploma Data

	2005	2006	2007	2008	2009
Regents Diploma	97	95	94	97	97
Regents Diploma with Advanced Designation	66	72	64	67	77

Percentage of graduates attaining diploma type (in-district students only)

Action Plan (Refer to Goals #1 and #2 for details)

- Continue to develop graduation plans in 7th grade that lead toward **Regents Diploma with Advanced Designation**
- Direct professional development and academic-support resources/services toward **Earth Science** and **Math sequence**
- Focus on retention of students in **Foreign Language (LOTE) programs** through at least Level III
- Offer **extended-year** and **credit-recovery** programs to keep more students on track to graduate within four years
- Continue to strengthen communication/planning between **Special Ed and General Ed staff** to support Regents goals
- Work with Counseling, Student Services to ensure that **out-of-district students** successfully challenge Regents exams
- Continue to provide **alternate pathways** to a West Irondequoit diploma to reduce non-completer rates

Table 4: Fall Course Enrollment Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Seniors Enrolled in Math	78	80	83	82	87
% of seniors pursuing 4+ credits in Math	no data	no data	59	65	67
Seniors Enrolled in Science	64	61	64	65	61
% of seniors pursuing 4+ credits in Science	no data	no data	48	45	40

Percentage of seniors enrolled in September

Art Courses	673	694	670	757	659
Business Courses	436	421	435	466	521
LOTE (Foreign Language) Courses	875	872	924	943	917
Music Courses	423	379	390	344	331
Technology Courses	560	588	506	466	509

Number of students enrolled in September

Action Plan (Refer to Goal #2 for details)

- Continue to set expectation that students should take 4 credits of **Math and Science**, 3-4 credits of **Language**
- Incorporate 4 credits of Math/Science into more **four-year graduation plans**
- Implement action steps **to build enrollment and retention** of students in Technology and Music programs

2009-10 Department Action Plans: Strategies for Continuous Improvement

- Business/Technology:**
- Continue to incorporate critical thinking skills and applications into all lesson and unit planning.
 - Continue to emphasize relevant applications and thinking, literacy and writing skills for the workplace.
 - Broaden outreach, action steps to preserve enrollments and retention of students in Technology program.
- Counseling/Careers:**
- Continue to track individual and cohort progress toward graduation, and identify needed interventions.
 - Focus RTI/Toolbox work on monitoring and evaluation of support strategies, and implementing AIS plans.
 - Expand opportunities for exploration of career interests/skills, internships and work-study experiences.
- English Language Arts:**
- Utilize a variety of texts and discourse to develop analysis and interpretation, using literary elements.
 - Continue to use a process writing approach, including student goal-setting, conferencing, and reflection.
 - Focus writing instruction on the “meaning” and “development” components of the rubric.
- Foreign Language (LOTE):**
- Utilize discourse activities to drive rich student speaking, listening, reading and writing skills.
 - Increase use of problem-solving, discussion and writing to improve student transfer of understanding.
 - Focus professional development on student comprehension, effective feedback, academic interventions.
- Health/Physical Education:**
- Plan instruction and assessment focused on personal goal-setting for lifetime health and fitness.
 - Utilize Ad Hoc process in Health to continue shift to relevant, skills-based curriculum and assessments.
 - Embed technology and writing to promote student reflection and understanding of wellness concepts.
- Math:**
- Strengthen emphasis on conceptual math “understandings” to build student independence, skill transfer.
 - Conduct “lesson study” to build repertoire of student-centered, differentiated planning and strategies.
 - Utilize comprehension strategies to build skills at accessing information from “math text,” data sources.
- Music:**
- Emphasize critique and evaluation of music performance, to promote deeper learning and critical thinking.
 - Balance the infusion of music theory and cognition with performance, to improve students’ analytical skill.
 - Incorporate more reading and writing, RTI/Toolbox strategies, to promote reflection and differentiation.
- Science:**
- Broaden the emphasis on inquiry-based labs and discourse, engaging students in the scientific method.
 - Use student writing as thinking, focusing on evidence and interpretation of data, synthesis of concepts.
 - Utilize technology in lab settings to enable students to gather data for critical thinking opportunities.
- Social Studies:**
- Focus all lessons on essential questions that require higher-level thinking and synthesis of information.
 - Further develop “immersion writing,” with emphasis on interpretation/analysis, immediate feedback.
 - Utilize specific strategies to promote deeper understanding of intentionality and impact of events.
- Special Education:**
- Plan closely with the General Education teachers to deliver effective instruction and co-teaching models.
 - Provide differentiated instruction and academic support within the General Education setting.
 - Continue to utilize Resource Room, Study Skills as pre-teaching opportunities aligned with the classroom.
- Visual Arts:**
- Emphasize art critique, evaluation and justification, to promote deep understanding and critical thinking.
 - Integrate art history through research, writing and discourse, to enhance comprehension, performance.
 - Incorporate reading, writing, and reflection to help students synthesize the elements, principles of art.

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2009-10
GOAL #1

DISTRICT FOCUS AREA: *Learning and Achievement*

GOAL: Student performance levels in June 2010 will meet the following targets:

- Passing rates on all Regents exams and core courses will be **90 percent** or higher;
- Mastery rates will **meet or exceed** 2008-09 levels;
- At least **98 percent** of graduates will earn a Regents diploma, and at least **78 percent** will earn the Regents with Advanced Designation;
- At least **72 percent** of students with disabilities will earn a Regents diploma.

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1a. <i>Critical thinking.</i> (i.) To provide students with greater opportunities to engage in higher-order and critical thinking skills, to improve their ability to apply, interpret, evaluate, and synthesize information verbally and in writing. (ii.) To enable students to transfer knowledge and skills to a variety of contexts, in school and beyond.</p>	<p>SCHOOL-WIDE INITIATIVES</p> <ul style="list-style-type: none"> • Incorporate thinking skills across the curriculum, with emphasis on data interpretation, synthesis of a variety of sources, and transfer of knowledge in various contexts. • Continue to implement the district Comprehension Outcomes, focusing on the highest levels of thinking (analysis, synthesis and evaluation). • Backward-design lessons that consistently require higher-order thinking, by focusing on essential questions and conceptual learning. • Utilize assessments and performances of understanding that require high-level thinking skills. • Embed current events and relevant school-to-work and school-to-university learning experiences. • Use task analysis to design prompts and activities that are matched to the desired level of critical thinking. • Explicitly teach skills for evaluating information sources for reliability. 	<p>Fall 2009</p> <p>Principal, Assistant Principals, Supervisors, Coordinators, Teachers</p>	<ul style="list-style-type: none"> • Staff will evaluate classroom assessment data and work products to ensure that student work reflects critical thinking and transfer. Assessment will focus on authentic tasks, performances of understanding, discourse, projects, reflection, and problem-solving. • Leadership will meet quarterly with teachers to review assessment data and individual student progress, to inform planning and staff development. • Leadership will use the goal-setting and supervision process with teachers to embed district and school achievement goals. • Building Leadership, Director of Student Services will continue to monitor Inclusive Education services to ensure pre-teaching, ongoing communication, and success on state assessments. • Cabinet and Planning Team will monitor department action plans. 	<ul style="list-style-type: none"> • Faculty meetings will focus on school-wide data analysis, the PPS Toolbox and implementation of the Comprehension Outcomes. Specific topics will include transfer, and questioning for higher-level thinking. • Department meetings will focus on implementation of Action Plans that emphasize instructional strategies that will improve mastery. • Department teams will engage in analysis of student work, to identify needs. • Department and supervision meetings will focus on learning tasks that promote highest levels of Bloom's.

GOAL #1, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1a. <i>Critical thinking.</i> <i>Continued</i></p>	<p>DEPARTMENT STRATEGIES</p> <ul style="list-style-type: none"> • Analyze Regents assessment data to inform planning and to craft prompts, questions and tasks that align to highest levels of thinking. (ELA, SS, Math, Science, LOTE) • Incorporate daily learning activities tied to essential questions that require higher-order thinking and discourse. (ELA, SS, Math, Science) • Utilize document-based questions to promote understanding and critical thinking. (SS, Sci., Occ. Ed, Health) • Implement the history planning lens and Ad Hoc outcomes to promote understanding of <i>intentionality</i>. (SS) • Utilize differentiated instruction and assessment to emphasize conceptual understanding in addition to procedural knowledge. (Math) • Emphasize inquiry in labs. Enable students to design labs, and to analyze data using technology. (Sci) • Increase students' exposure to the target language, especially speaking and writing for interpretation. (LOTE) • Incorporate more critique, self-evaluation, and analysis of music performance and art. (Art, Music) • Increase the use of data, technical applications and sophisticated math and science in all courses. (Occ. Ed) • Connect students' work to real-life applications and current issues, to promote collaborative problem-solving. (Science, Occ. Ed, Health) 			<ul style="list-style-type: none"> • Planning Team meetings will focus on presentation of data, Action Plans and study sessions by departments. • Administrators, teachers will discuss student work and other artifacts, data sources in supervision conferences. • Math differentiation consultant will continue to support transition to new curriculum and assessments. Teacher teams will engage in "lesson study." • Science teachers will continue to collaborate around Ad Hoc outcomes, inquiry and essential questions to raise student performance and mastery. • Health teachers will engage in Ad Hoc writing of outcomes and assessments, to shift curriculum emphasis from content to skills. • Turnkey training (i.e. Tech Mini-Conference) will maximize the integration of technology into instruction.

GOAL #1, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
1a. <i>Critical thinking.</i> <i>Continued</i>	<ul style="list-style-type: none"> Implement Ad Hoc guiding principles to focus on decision-making, goal-setting skills. (Health) Utilize information for interpretation and debate, to develop projects that use knowledge in context to build decision-making skills. (Health) Incorporate student-developed fitness plans based on evaluation and testing, using technology such as Fitness Grams. (PE) 			
1b. <i>Writing.</i> (i.) To enable students in all content areas to improve their written use of detailed information from a variety of sources to support a claim, thesis or controlling idea, utilizing evidence and interpretation. (ii.) To provide students with opportunities to engage in written reflection.	<p>SCHOOL-WIDE INITIATIVES</p> <ul style="list-style-type: none"> Continue to implement writing daily across <u>all</u> content areas. Teach <u>content-specific</u> writing skills. Utilize CEI model in all areas to strengthen student writing and the ability to develop and justify a controlling idea, argument or stance. Implement writer’s workshop components including peer evaluation and revision, teacher conferencing, and extended work periods. Embed mini-lessons, strategy support, and goal-setting. Assign “on-demand” writing prompts to assess analysis and interpretation skills. Focus writing instruction on justifiable interpretation and persuasive conclusions. Implement the revised IHS Writing Guide in all content areas. Use writing to inform planning, and to develop exemplars as models. 	Ongoing Supervisors, Principal, Teachers	<ul style="list-style-type: none"> Regents and assessment data will demonstrate proficiency in areas of need, especially the use of supporting details, interpretation and transfer on constructed response and essay tasks. Students will become more proficient at on-demand writing tasks, and will be able to synthesize information from a variety of sources in a range of contexts in all content areas. Quarterly grades and formative assessments (such as parallel tasks and prompts) will demonstrate increased proficiency in skills. Students will understand and be able to use the state rubrics, as evidenced by performance on writing tasks throughout the year. Leadership will incorporate analysis of student writing into supervision. 	<ul style="list-style-type: none"> Department meetings will focus on the writing process, specifically extended thinking and interpretation on essay tasks (ELA, Social Studies, LOTE) as well as constructed response questions (Math, Sci), and content-specific applications of the IHS Writing Guide. Analysis of student work at department meetings will focus on goals-related topics and critical writing skills. Team planning will develop writing prompts that promote transfer and align to the intended thinking levels of Bloom’s (analysis, synthesis and/or evaluation). Teacher goals and department discussions will focus on the writing process and student progress toward individualized writing goals.

GOAL #1, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1b. <i>Writing.</i> <i>Continued</i></p>	<ul style="list-style-type: none"> • Task-analyze to ensure that writing prompts, questions and assessments target the desired higher-level thinking skills. Model “unpacking” strategies to help students respond accurately and develop transfer skills. <p>DEPARTMENT STRATEGIES</p> <ul style="list-style-type: none"> • Evaluate and refine the portfolio assessments at 10th, 11th and 12th grade to lift performance and quality of goal-setting and reflection. (ELA) • Utilize multiple texts (fiction and non-fiction) to enable students to synthesize enduring understandings of themes. (ELA, Library) • Use grade-level meetings to analyze work, to identify effective strategies to strengthen writing. (ELA, SS) • Utilize “RAGS” and other specific strategies to improve student writing through targeted peer and teacher feedback and revision. (SS) • Utilize differentiated instruction, increased analysis of word problems and constructed response prompts to improve student proficiency. Utilize “error analysis” to enhance conceptual understanding. (Math) • Continue to implement 7-12 expectations on language development and writing, aligned to state and district outcomes. (LOTE) • Implement use of document-based questions to build student skills at analysis and synthesis. (Science) • Embed writing and research into the creative process, including critique, self-reflection and evaluation. (Art) 			

GOAL # 1, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1b. <i>Writing.</i> <i>Continued</i></p>	<ul style="list-style-type: none"> Utilize composing, journaling, portfolio to enhance performance, reflection, self-evaluation. (Music) Model workplace skills by analyzing, responding to content-specific trade publications, periodicals. (Occ. Ed.) Use self-reflective responses and essays to help students to process, apply wellness skills. (Health, PE) 			
<p>1c. <i>Critical literacy.</i> To improve students' ability to access information from reading, to identify main ideas, and to apply knowledge, skills and research acquired through a variety of texts, literature, non-fiction, primary source documents, data sources and media.</p>	<p>SCHOOL-WIDE INITIATIVES</p> <ul style="list-style-type: none"> Teach task-analysis and "unpacking" strategies to enable students to evaluate questions. Model active-reading tools (SQ3R, Frayer model, "box and scoop," QAR, UNPACK, stopping points, etc.) to help students self-monitor and compensate when they encounter difficult text. Employ a repertoire of differentiation and flexible-grouping strategies to enable all students to access information, determine importance, and reach higher levels of thinking. Increase instructional time in Algebra, Geometry and Supplemental Reading for students with skill gaps, using a "lab" model that provides additional instruction, to enable students to stay on grade level. Utilize formative assessment (journals, warm-ups, exit tickets, etc.) to extend thinking, and to evaluate understanding of text and/or data. Utilize diverse discourse strategies (e.g. literature circles, book groups, Socratic seminar) to engage students in reading as a habit of mind, and to increase overall comprehension. 	<p>Ongoing</p> <p>Principal, Supervisors, Media Specialists, Teachers, PPS</p>	<ul style="list-style-type: none"> Students will increase their proficiency at accessing information, determining importance and transfer, as demonstrated by formative and summative assessments. Leadership will utilize the teacher observation process, goal-setting process and feedback to reinforce instructional priorities and build staff repertoire related to comprehension strategies. Regents results will demonstrate increased proficiency on analytical questions, constructed response questions and complex application questions, as well as increased mastery on Regents exams overall. PPS will monitor students' progress toward exiting AIS for reading needs. Data from state and local assessments will be used to assess student literacy needs. Leadership will track grades and assessment data for students in supplemental "lab" models. 	<ul style="list-style-type: none"> Department and faculty meeting time will be used to develop and share strategies that strengthen student comprehension, especially tools that help students access information, and questioning that promotes transfer and critical thinking. To support comprehension, staff will utilize research-based practices such as reader's and writer's workshop (Calkins), reading styles (Carbo), active-reading strategies (Harvey, Billmeyer, Tovani), and ability leveling (Allington). Library Media Specialists will provide support for teachers on connecting students to literature, references, and research.

GOAL # 1, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1c. <i>Critical literacy.</i> <i>Continued</i></p>	<p>DEPARTMENT STRATEGIES</p> <ul style="list-style-type: none"> • Enhance communication and co-planning to utilize Study Skills, Department Center and Supplemental classes to target comprehension strategies for students with identified literacy needs. Utilize AIS plans to drive support planning. (ELA, SS, Math, Science) • Increase the frequency and variety of non-fiction texts, media, primary sources and reference materials to improve literacy in all content areas. Utilize periodical articles to extend understanding of content in a relevant context. (Science, Health, Occ Ed) • Focus on content-specific vocabulary as a strategy to build understanding. Utilize word walls and other strategies to reinforce content-specific vocabulary. Build pre-teaching into support classes. (All) • Teach discrete literacy strategies for: solving word problems in Math; interpreting charts, documents, and other data sources in all areas. Focus on data interpretation in Science, Technology. Focus on text and technology literacy, genre study, responding to critique in Art, Music. • Continue to increase the variety (e.g. young adult, popular titles), ability levels of assigned literature, to promote student interest, choice and success as readers. Continue to expand collections. (ELA, Library) • Continue focus on students' accessing information from Regents reference tables. (Science) 		<ul style="list-style-type: none"> • Principal, ELA Supervisor will consult regularly with Media Specialists to monitor use of the library, and to support literacy initiative across all content areas. • Circulation from library will continue to increase, especially fiction collections. Use of library for research, co-teaching will continue to expand. 	

IRONDEQUOIT HIGH SCHOOL

School-Based Plan 2009-10

GOAL #2

DISTRICT FOCUS AREA: *Learning and Achievement*

GOAL: To enhance learning and achievement, students will have access to comprehensive course offerings and academic support systems, to meet the following targets:

- The percentage of students graduating within four years will increase from 85 percent in 2009 to **88 percent** in 2010, 92 percent in 2011, and 95 percent in 2012;
- The percentage of students with disabilities graduating within four years will increase from 74 percent in 2009 to **77 percent** in 2010, 80 percent in 2011, and 83 percent in 2012;
- The number of Advanced Placement exams administered will **meet or exceed** 2008-09 levels;
- The percentage of students scoring a 3 or above on AP exams will **meet or exceed** the IHS five-year average;
- Enrollments of underrepresented populations in advanced courses will **meet or exceed** 2008-09 levels;
- The dropout and “non-completer” rates will decrease to **zero**.

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>2a. <i>Course offerings.</i> (i.) To continue to offer a variety of upper-level courses, Advanced Placement courses, and electives, and to maintain or increase enrollments in these areas and courses to sustain a comprehensive academic program that is consistent with current research, technology and best practices. (ii.) To ensure that advanced course enrollments reflect the school’s diverse population.</p>	<ul style="list-style-type: none"> • Utilize group guidance curriculum and individual course selection meetings to promote Advanced Regents diploma, elective courses. • Continue to utilize new add-drop procedures for advanced courses. • Develop department strategies for promoting electives, upper-level and AP courses. Develop content-specific action steps for areas of need (Music, Spanish, Technology). • Work across grades 4-12 to ensure access to advanced opportunities for all students and families. • Work with Dake staff to enhance 8th-graders’ knowledge of electives. • Utilize Academic Information Night, Web site, PTSA, etc., to enhance awareness of programs. • Expand AP teacher outreach to potential students prior to assignment of summer projects. 	<p>Winter-Spring 2010</p> <p>Administrators, Supervisors, Counselors</p>	<ul style="list-style-type: none"> • Continued analysis of enrollments in Advanced Placement and other upper-level courses. Monitor the percentage of students who complete Algebra 2/Trigonometry and Chemistry, and four credits of Math, Science. • Analysis of AP and upper-level enrollments by ethnic, economic backgrounds. Increase access for underrepresented populations. • Use of feedback from students, graduates and parents related to the course selection process. • Meetings with Dake counselors to align course selection processes. • Monitor data on summer/fall attrition in Advanced, AP courses. • Analyze historical and current enrollment data in elective areas. • Continued effective use of staffing and budget for programs. 	<ul style="list-style-type: none"> • Faculty and department work will incorporate research-based practices and, where appropriate, instructional technology. • Use data to continue work with 4-12 counselors on how to identify families who may lack knowledge of offerings, to expand opportunities for underrepresented students. • Support Music and Technology teachers in incorporating action steps to retain and build enrollments. • Plan with AP teachers for outreach to students prior to the start of the course.

GOAL #2, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>2b. <i>Academic support.</i> To continue to offer comprehensive academic intervention services to match student needs with the appropriate services, and to enable teachers to utilize classroom-based strategies to address those needs.</p>	<ul style="list-style-type: none"> • Emphasize the classroom teacher’s role as the primary provider of academic support, through assessment, differentiation. Enhance co-planning among classroom teachers and support teachers. • Continue to implement Response to Intervention through the PPS Toolbox to gather information on classroom performance, and to monitor classroom-based interventions and strategies. • Refine use of criterion-referenced data at PPS meetings, focusing on essential WI skills and expectations. Develop protocol for analyzing 8th-grade testing data to drive decision-making around academic supports. • Continue to utilize mini-lessons, pre-teaching and re-teaching in Resource Room to reinforce content instruction. Monitor individualized planning and modifications in Blended program, and develop team plans for early intervention. • Facilitate transition meetings between 8th and 9th grade teachers to review academic intervention plans for incoming at-risk students. • Strengthen accountability systems for Department Centers, including closer monitoring of student progress. Utilize AIS plans to drive Department Center planning. • Continue to identify needs and potential supports for new entrants and English language learners. • Continue to broaden the use of standard-based grading, assessment. 	<p>Ongoing</p> <p>Principal, AP’s, Counseling Coord., Supervisors, Counseling and Psych/Social Work, Teachers, PPS Steering Committee</p>	<ul style="list-style-type: none"> • Quarterly review of students’ academic progress, attendance, with special focus on 9th grade. Target continued reduction in quarterly grades below 50. • Conduct periodic “intervention” meetings with all the student’s teachers for 9th and 10th graders at risk of failing. • Continued monitoring, co-planning and communication among content teachers and support teachers, including tracking progress of students in Department Centers. • Targeted supervision and monthly administrative check-ins, data analysis with Resource Room, Blended, Consultant and 8-1-1 teams. Closely monitor SWD achievement on Regents exams. • Screening of new entrants for identification of skill gaps in reading, writing and/or math, to provide needed support. • PPS Steering Committee implementation of “shared teacher drive” form for monitoring Toolbox strategies. • Increased participation by teachers at PPS, and continued decrease in referrals for testing, CSE and classification. • Use of course/assessment grades to evaluate effectiveness of outside supports (Supplemental, Dept. Centers, Study Skills, etc.). • Timely, accurate truancy and attendance reports from office. 	<ul style="list-style-type: none"> • Emphasis on differentiation, student-centered instruction and discussion of individual progress will continue in teacher supervision process. • Targeted work will continue in areas of need (e.g., Math, Earth Science) to increase teacher repertoire around differentiation, planning. • PPS will involve teachers directly in the pre-intervention process, to support struggling learners. • Continued in-service opportunities at faculty and department meetings on the PPS process, Toolbox, and Response to Intervention. • Counselors will communicate to teachers of students whose graduation depends on that course (i.e., third year of math, science). • Counselors, teachers will meet with Dake staff to discuss program, student history, to plan supports for “at-risk” students. • Attendance Office clerical staff will continue to develop Infinite Campus reports to efficiently track student attendance and flag concerns in a timely way. • ELL teacher will consult with departments to develop support strategies, planning, pre-teaching opportunities.

GOAL #2, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>2c. <i>Non-completers.</i> To develop, implement and monitor systems and programs for early intervention with students at risk of not completing high school, in order to increase the percentage of students earning an IHS diploma.</p>	<ul style="list-style-type: none"> • Focus systems and strategies to target four-year graduation for more students. Continue implementation of targeted “extended-year” programs (Recess Institutes, SE Summer Academy, New Entrant Institute, PE credit recovery, etc.). • Continue to utilize the Cohort-Tracking and Senior Jeopardy processes to trigger early interventions, classroom supports, and ongoing monitoring and home contact. Fully implement tracking system for out-of-district students. • Utilize department meetings, the supervision process and periodic student performance reviews to track individual student progress toward course, exam and graduation credit outcomes, and to identify needed supports and interventions. • Pilot new “Transitional Program” for students who are at risk of dropping out, through an alternate approach to scheduling, instruction, work-study, and credit recovery. • Closely monitor individual student progress in the Blended, 8-1-1 and Resource Room programs, with periodic check-ins with teachers. • Continue to study non-completer and dropout profiles, to identify factors in students’ four-year completion of high school, and potential shifts in four-year diploma and course selection planning. • Continue to gather survey data from non-completers and student records to help identify dropout causes. 	<p>Ongoing</p> <p>Leadership Team, Supervisors, District Data Manager, Counselors, Social Workers, Careers Coordinator</p>	<ul style="list-style-type: none"> • Quarterly meetings to track class cohort groups toward meeting the graduation requirements, cohort participation in assessments, etc. • Quarterly meetings to track progress of seniors toward graduation and to identify students in need of exam support. Frequent “jeopardy” meetings with seniors. • Ongoing review of non-completer, dropout and graduation rates. Analysis of dropouts to determine alignment between their goals and the high school program of study. • Ongoing review of five- and 10-week grade reports. Continue to target passing rates in 9th grade. • Review percentage of senior cohort that graduates in June 2010. • Analysis of School Report Card NCLB subgroup data, cohort achievement and participation in Regents, and graduation rate data. • 9th-grade teacher check-ins to review intervention plans. • Counselor/administrator/principal hearings for at-risk 10th-graders. • Periodic reviews of students in the new Transitional Program. • Monitor course and final exam performance of students in Recess Institute, Summer Academy. • Participation levels in Career Connections opportunities. • Monitoring of students in MCC Gateway to College program. • Non-completer survey analysis. 	<ul style="list-style-type: none"> • In-service opportunities for counselors, psych/social work staff on identifying at-risk students and matching them with supports. • Conduct roundtable activity with counselors, teachers to determine root causes of non-completion, current interventions, and potential new steps and strategies. • Professional development and discussion with faculty about standards-based grading and assessment practices that recognize differentiated student needs. • Support, training and planning for teachers in credit-recovery programs. • Support for PE teachers on differentiation for students with emotional needs.

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2009-10
GOAL #3

DISTRICT FOCUS AREA: *Culture and Climate*

GOAL: Stakeholders will promote a learning environment that values student success, parent and community partnerships, and staff excellence.

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>3a. <i>School climate.</i> To maintain a safe, orderly environment in which learning and achievement form the central focus.</p>	<ul style="list-style-type: none"> • Continue to engage staff in study of “cultural competence” to enhance adult skills at modeling cultural responsiveness with an increasingly diverse student population. • Utilize Culture and Climate meetings to seek input from students into decision-making and climate issues, and to problem-solve. • Continue to model adult and peer mediation and conflict resolution among students, using Ad Hoc problem-solving rubric. (Counseling) • Utilize group and individual counseling to address social-emotional needs, problem-solving skills/strategies. (Counseling, PPS) • Implement enhanced Drug/Alcohol Intervention program and revised regulations, focusing on life skills instruction and decision-making. • Continue to educate students and staff about bullying, harassment and Title IX enforcement. (Counseling) • Continue to provide a rich variety of co-curricular activities, clubs, athletics and service opportunities. • Review School Safety Plan and procedures. (School Safety Team) • Instruct classes on health and safety. (Health, PE, Science, Technology) 	<p>Ongoing</p> <p>Administrators, Counselors, Culture and Climate Team, Youth Counselor, Health Teachers, Security Director</p>	<ul style="list-style-type: none"> • Review by Culture and Climate Team of student initiatives to enhance school climate. • Improved attendance to school, reduced truancy, and increased attendance in homeroom. • Ongoing review of truancy data and recommendations by the Attendance Committee. • Results of spring survey on student drug and alcohol use, to inform intervention program. • Student feedback regarding security, and their feeling of emotional and physical safety. • Increased feelings of acceptance and connection to school among diverse populations of students. • Yearly review of Student Handbook to reflect current research, behavior trends. • Parent participation in community and informational meetings. • Ongoing review of VADIR violent incident data and reports. • Yearly review of safety and emergency plans and procedures. 	<ul style="list-style-type: none"> • Continue school-wide work to build “cultural competence” among staff. • Continue ongoing work with students and staff on Title IX, harassment and cyber-bullying issues. • Attendance Committee will present data analysis to faculty periodically to assess procedures and practices. • Training of faculty/staff in utilizing new Counseling problem-solving rubrics. • Orientation by counselors for staff regarding TIG, Emergency Action Plans, student behavioral plans. • Orientation by school nurse regarding procedures for health/safety, privacy laws.

GOAL #3, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>3b. <i>Learning community.</i> To foster a sense of mutual respect and support, in which lifelong learning is modeled and valued, and accomplishments are recognized and celebrated.</p>	<ul style="list-style-type: none"> • Maintain a culture where student opinions, interests, and achievements are recognized. Emphasize the three R's: Rigor, Relevance, and Relationships. • Continue to implement grade-level counseling curriculum, to promote student readiness, independence, and self-advocacy. (Counseling) • Utilize Ad Hoc process to increase relevant instruction to build student decision-making skills. (Health) • Continue celebratory practices such as Student of the Month, Breakfast with the Principal, to recognize noteworthy accomplishments. • Continue to use grade-level Principal's Forum to seek student input. Continue to incorporate student feedback into decisions. • Schedule motivational speakers to work with students on leadership, team building. (Student Council) • Continue to develop effective building-based induction for new staff (e.g., handbook, procedures, monthly collegial circles). • Encourage participation in TLC and other programs for professional development, especially in areas related to instructional technology, differentiation of instruction, and cultural competence. • Utilize meeting time to recognize staff and student accomplishments. • Provide opportunities for students seeking structured, quiet study. • Establish pilot project for parent-student performances. (Music) 	<p>Ongoing</p> <p>Principal, Cabinet, Counselors, Culture and Climate Team, Student Council</p>	<ul style="list-style-type: none"> • Feedback from parents, students, staff, and other stakeholders. • Feedback and input from Culture and Climate Team. • Participation in staff, student, and community events. • Maximized implementation and use of Infinite Campus. 	<ul style="list-style-type: none"> • Regular meetings with new staff to discuss district and building procedures and academic expectations. • Materials to help support new teacher induction. • Materials, articles to help develop student leadership knowledge and skills. • Orientation for new teachers regarding the Culture and Climate Team and process.

GOAL #3, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>3c. <i>School, home and community partnerships.</i> To promote effective home-school communication, outreach to the community, and student engagement in community activities:</p> <ul style="list-style-type: none"> • to enhance support for student success and opportunities; • to enrich the academic program; • to encourage service. 	<ul style="list-style-type: none"> • Build community connections to the classroom, such as guest speakers, assemblies, Arts Festival, YMCA/fitness (PE), cultural awareness (LOTE “block party”), IPD (Personal Law), social justice learning (PIG, Economics), visiting artists and musicians (Art, Music), • Encourage clubs, teams and other student activities to engage in community service projects. Support recycling by Green Team. • Utilize Infinite Campus and new accountability procedures to trigger early interventions, communication on attendance issues, truancies. • Promote and educate parents on the use of technology to enhance communication (e.g. e-mail, voice mail, teacher Web pages, E-News). • Continue parent events, such as Freshman Parents Night, Academic Information Night, college nights, Principal Coffees, Visitation Day. • Partner with PTSA to reach out to underrepresented families, including new entrants. Plan events to encourage parent connections. • Build on partnerships (e.g. Career Connections, Graduate-Senior Workshop, VESID) to enhance transition from high school. • Continue to enhance work-study, internship opportunities. Partner with the West Irondequoit Foundation. (Career Connections) • Promote use of facilities in evening, including Library, Career Center, and Fitness Center. 	<p>Ongoing</p> <p>Principal, Staff, Culture and Climate Team, PTSA</p>	<ul style="list-style-type: none"> • Participation in PTSA events, college nights, Open House, Visitation Day, coffees, Career Center evening hours, etc. • Involvement of community in instruction-related activities (i.e. guest speakers) and student group service activities. • Parent feedback on satisfaction level with newsletters, E-news, Web site, voice mail, and other communication resources. • Level of student and community use of Library, Career Center, and Fitness Center during extended hours in evening. • Enhanced internship, work study participation through Career Connections program. • Level of participation in Graduate-Senior Workshop. 	<ul style="list-style-type: none"> • Training for implementation of Infinite Campus student data management system, Web-based communications. • Orientations for new staff on library resources and counseling services. • Parent Connection workshops on how to support student academic and social success.

IRONDEQUOIT HIGH SCHOOL

School-Based Plan 2009-10

GOAL #4

DISTRICT FOCUS AREA: <i>Transitions</i>				
GOAL: The school will establish or enhance systems, resources, and procedures that will enable students and staff to make successful transitions to the IHS community, and will prepare students for the transition from high school to higher education or the work force.				
OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>4a. <i>Student support.</i> To continue to build support systems and positive connections for students new to the school, and to enhance those connections throughout the high school experience and during the transition from school.</p>	<ul style="list-style-type: none"> • Facilitate transition meetings between 8th and 9th grade teachers to implement effective strategies in class. Continue PPS analysis of data from 7th-8th grades to proactively address individual academic needs. • Continue to implement Cohort Tracking, Senior Jeopardy and SWD diploma-tracking processes to ensure more students are moving toward four-year graduation. • Utilize school vacation periods for new entrants with identified skill gaps, as well as students who have fallen behind in credit requirements. • Continue to refine existing transition initiatives (orientations, mentor program, music performances, Big Brother/Big Sister program, etc.). • Continue to refine process for new entrants and ELL students; offer a New Entrant Summer Institute. • Fully implement new GED accountability system to track student diploma attainment. • Utilize technology (i.e. Web-based <i>Chronicle</i>) to communicate information about college process, scholarship opportunities, etc. • Utilize Graduate-Senior Workshop to gather alumni feedback. 	<p>Ongoing</p> <p>Administrators, PPS, Counselors, Transition Team</p>	<ul style="list-style-type: none"> • Ongoing monitoring of students' progress toward graduation. Quarterly meetings to track cohort graduation requirements, cohort graduation rate and assessment data, subgroup performance, etc. • Senior Jeopardy meetings to develop intervention plans to keep students on track for graduation. • PPS monitoring of student intervention plans, especially in 9th grade, to ensure appropriate supports and instruction. • Fall and spring reports from principal assessing SWD progress toward four-year graduation. Reduction in five-year plans. • Ongoing evaluation of academic intervention services, to determine appropriate placements, services. • Monitoring of new GED tracking system, to ensure accurate reports. • Ongoing review of new entrants' academic progress, attendance; assess impact of summer institute. • Smooth transitions to adult serv. for students with special needs. • Results of student, parent and alumni feedback and surveys. • Participation in orientations, mentor programs, seminars. 	<ul style="list-style-type: none"> • Use of visitation days to observe and model effective instructional interventions. • Team planning to develop "alternative" means of credit attainment for non-traditional students (e.g. PE and elective credits). • Faculty Meeting presentations on Adult Mentor, Big Brother/Big Sister, and NHS Peer Tutoring programs. • Reports to Planning Team by Transition Team and Culture/Climate Team.

GOAL #4, Continued

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>4b. <i>Staff support.</i> To enhance systems, supports, and resources for staff new to the school, to build upon district-level induction programs, and to provide appropriate professional development opportunities for all staff members.</p>	<ul style="list-style-type: none"> • Meet with new teachers at the start of the year and regularly throughout the year to promote collegial support and to continue induction into school procedures and expectations. • Utilize the Professional Development Committee to plan faculty meeting learning activities aligned to school goals, initiatives. • Continue to utilize job-embedded professional development to draw upon the “experts among us” to improve instruction (i.e. technology mini-conference). • Encourage teachers to accept and support field experience observations and student teacher placements for pre-service teachers. • Update the Faculty Handbook yearly. Orient new staff to it. 	<p>Ongoing Cabinet</p>	<ul style="list-style-type: none"> • Monitor use of faculty and department meeting time to ensure a focus on department Action Plans to facilitate improved, targeted instruction. • Review the Faculty Handbook and new teacher induction procedures each summer. • Professional Development Committee will monitor use of funds, and the alignment of requests with the school plan. 	<ul style="list-style-type: none"> • Continue to assess staff development needs, to plan training, such as technology “mini-conference,” aide workshops, TCI training. • Counseling Coordinator will meet with new staff to discuss counseling services, supports, procedures. • Reports to Planning Team by Professional Development Committee.
<p>4c. <i>Leadership.</i> To continue to emphasize and improve stakeholder input into the leadership and decision-making processes at IHS.</p>	<ul style="list-style-type: none"> • Ensure that all constituencies and stakeholder groups are represented on the School Planning Team and subcommittees, as appropriate. • Continue to use Culture/Climate Team and Principal’s Forum to ensure student input into decisions. • Continue to use Principal Coffees and PTSA meetings to maintain communication with parents, and provide a means of parent input. • Use Cabinet to facilitate gathering of input and information from staff. 	<p>Ongoing Cabinet, Planning Team, Culture and Climate Team, Principal</p>	<ul style="list-style-type: none"> • School Planning Team will monitor and assess effectiveness of the school planning process. • The Planning Team will ensure appropriate representation by all stakeholder groups. 	