



Irondequoit High School

School-Based Plan 2008-09



West Irondequoit Central School District

**Irondequoit High School
2008-2009 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 and improve instruction and 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**. Efforts to improve achievement will continue to emphasize three areas: critical thinking, writing, and critical literacy, with the objective of improving student mastery. Professional development, supervision, and evaluation will focus on the Comprehension Outcomes – specifically inquiry, accessing information, determining importance, and the transfer of knowledge and skills to unfamiliar or complex contexts. Use of the PPS Toolbox strategies and feedback process 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-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 school leadership process.

Irondequoit High School 2008-09 School-Based Planning Team

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Data Review

June Regents Exams

	2004		2005		2006		2007		2008	
	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+
English Language Arts	95	57	92	58	96	59	94	66	97	68
Integrated Algebra									90	17
Math A	93	41	89	32	94	43	90	49	94	48
Math B	77	29	70	15	73	26	66	19	79	31
Earth Science	73	15	80	30	82	32	81	20	85	27
Living Environment	96	52	96	43	97	48	97	42	96	52
Chemistry	89	20	95	25	93	29	88	17	94	21
Physics	97	31	90	42	87	24	90	36	90	35
Global History & Geography	90	51	93	57	92	62	92	60	93	65
U.S. History & Government	96	62	95	68	95	72	94	70	98	82
French	97	65	100	52	100	70	100	67	92	46
German	100	56	100	67	100	65	100	58	100	82
Italian	100	76	100	54	100	89	100	84	100	74
Latin	100	69	100	82	100	29	91	91	100	55
Spanish	97	51	97	50	96	50	100	65	95	46

All figures are percentages

Bold italic figures are areas of special focus

Action Plan (refer to Goal #1 for more details)

- Continue intense focus on differentiated Math instruction in Algebra, Geometry and Math 3 through complex-problem-solving and analytical thinking – ultimately to promote success on the **Math B** assessment
- 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

Advanced Placement Exams

	2004	2005	2006	2007	2008
# of exams written	564	647	665	661	762
Percent of students scoring 3-5	79	77	78	76	75

Graduation Diploma Data

	2004	2005	2006	2007	2008
Regents Diploma	84	97	95	94	97
Regents Diploma with Advanced Designation	n/a	66	72	64	67

Percentage of graduates attaining diploma type

Action Plan (refer to Goals #1 and #2 for more 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 B**
- Focus on retention of students in **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** challenge Regents exams
- Continue to provide **alternate pathways** to a West Irondequoit diploma to reduce non-completer rates

Fall Course Enrollment Data

	2004-05	2005-06	2006-07	2007-08	2008-09
Seniors in Math	75	78	80	83	82
Seniors in Science	60	64	61	64	65

Percentage of seniors enrolled in September

Art Courses	747	673	694	670	757
Business Courses	385	436	421	435	466
LOTE (Foreign Language) Courses	861	875	872	924	943
Music Courses	384	423	379	390	344
Technology Courses	569	560	588	506	466

Number of students enrolled in September

Action Plan (refer to Goal #2 for more details)

- Continue to set expectation that students will take 4 credits of **Math and Science**, 3-4 credits of **Language**
- Incorporate 4-credit Math/Science into **graduation plans**
- Continue to promote comprehensive **elective offerings**, beginning in 7th and 8th grades
- Develop action steps to **build enrollment and retention** of students in Technology and Music

2008-09 Department Action Plans: Strategies for Continuous Improvement

- Business/Technology:**
- Incorporate more 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.
 - Develop an action plan to increase enrollments and retention of students in Technology program.
- Counseling/Careers:**
- Continue to track individual and cohort progress toward graduation, and identify needed interventions.
 - Enhance RTI/Toolbox implementation to focus on monitoring, evaluation of support strategies.
 - Expand opportunities for exploration of career interests/skills, internships and work-study experiences.
- English Language Arts:**
- Focus on students' thinking and writing skills, especially analysis, interpretation and the "critical lens."
 - Utilize a variety of texts and discourse to develop the dynamic processes of the Comprehension Outcomes.
 - Further develop a process writing approach, including student goal-setting, conferencing, and reflection.
- Foreign Language (LOTE):**
- Utilize discourse to drive rich student speaking, listening, reading and writing skills.
 - Continue to align expectations 7-12 in each language. Focus on increasing enrollments at upper levels.
 - Focus professional development on student comprehension, effective feedback/conferencing on writing.
- Math:**
- Strengthen emphasis on conceptual understanding to build student independence in skill transfer.
 - Continue professional development around student-centered, differentiated teaching strategies, planning.
 - 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 with performance, to improve students' thinking and performance.
 - Incorporate more reading and writing, PPS Toolbox strategies, to promote reflection and differentiation.
- Physical Education/Health:**
- 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.
- Science:**
- Broaden the emphasis on inquiry-based labs and discourse, engaging students in the scientific method.
 - Address student writing as thinking, focusing on evidence and interpretation of data and information.
 - 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 a process writing approach, with an emphasis on detailed evidence and interpretation.
 - 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 and evaluation, to promote deeper understanding and critical thinking.
 - Integrate art history through research, writing and discourse, to enhance comprehension, performance.
 - Incorporate more reading, writing, and student reflection connected to essential questions.

IRONDEQUOIT HIGH SCHOOL

School-Based Plan 2008-09

DISTRICT FOCUS AREA: *Learning and Achievement*

GOAL # 1: Student performance levels in June 2009 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 2007-08 levels;
- At least 97 percent of graduates will earn a Regents diploma, and at least 75 percent will earn the Regents with Advanced Designation;
- At least 60 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. Critical thinking. (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, transfer of knowledge in various contexts, and assessment of students' thinking. • Continue to implement the district Comprehension Outcomes, focusing on those <i>dynamic processes</i> that promote highest levels of thinking (analysis, synthesis, evaluation). • Backward-design lessons that consistently require higher-order thinking, by focusing on essential questions and conceptual learning. • Use task analysis to design prompts and activities that are matched to the desired level of critical thinking. • Provide explicit instruction to students on the language of critical thinking and metacognition, including individual goal-setting. • Expand the use of models, exemplars, and think-alouds. 	<p>Fall 2008/ Principal, Assistant Principals, Supervisors, Coordinators, Teachers</p>	<ul style="list-style-type: none"> • Planning Team will evaluate and monitor department Action Plans in the fall, with a midterm update and study sessions in the spring. • Cabinet will monitor implementation of School-Based Plan targets and strategies. • 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. • Assessment results will demonstrate increased proficiency on interpretation and transfer. • Building Leadership, Director of Student Services will continue to monitor Inclusive Education services to ensure pre-teaching, ongoing communication, and participation in assessments. 	<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, inquiry, accessing information, and discourse. • 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, planning and supervision meetings will be utilized to ensure that tasks are designed to promote the highest levels of Bloom's. • Planning Team meetings will focus on presentation of data, Action Plans and study sessions by departments.

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 that require higher-order thinking and discourse focused on essential questions. (ELA, SS, Math, Science) • Utilize document-based questions to promote understanding and critical thinking. (SS, Sci., Occ. Ed, Health) • Implement Ad Hoc planning tools and outcomes to promote deep understanding of <i>intentionality</i>. (SS) • Develop independent skills for complex research 9-12. (SS) • Utilize differentiated techniques to emphasize process and 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.) 			<ul style="list-style-type: none"> • Administrators, teachers will discuss student work and other artifacts, data sources in supervision conferences. • Utilize Math differentiation consultant to support transition to new state curriculum and assessments. • Implement revisions to Humanities curriculum to embed thematic approach, enhance relevance and rigor. • Target implementation of Science Ad Hoc outcomes, inquiry and essential questions to improve student performance and mastery. • Health teachers will engage in Ad Hoc writing of outcomes and assessments, to focus curriculum on lifetime skills and successful decision-making. • Turnkey training (i.e. Tech Mini-Conference) to 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
<p>1a. <i>Critical thinking.</i> <i>Continued</i></p>	<ul style="list-style-type: none"> • Connect students' work to real-life applications and current events, to promote problem-solving and collaboration. (Science, Occ. Ed) • 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) 			
<p>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>	<p>SCHOOL-WIDE INITIATIVES</p> <ul style="list-style-type: none"> • Continue to implement writing across <u>all</u> content areas. Incorporate <u>content-specific</u> writing skills daily. • Utilize CEI model across all areas to strengthen student writing and the ability to develop and support a controlling idea, argument or stance. • Implement elements of writer's workshop across departments, including peer discourse and revision, and teacher conferencing. Embed mini-lessons, strategy instruction, and goal-setting. • Assign "on-demand" writing prompts to assess analysis, interpretation skills. Target rigor beyond level of state assessments. • Focus writing instruction on justifiable interpretation and persuasive conclusions. • Use writing to inform planning, develop exemplars as models. 	<p>Ongoing/ Supervisors, Principal, Teachers</p>	<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 (Science, Math). • Analysis of student work at department meetings will focus on goals-related topics and critical skills identified through assessment data. • Department and grade-level meetings will be used to develop writing prompts that align to the intended thinking level (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 upper-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"> • Continue to increase repertoire of reader’s and writer’s workshop strategies. Evaluate and refine curriculum and texts and align the portfolio assessments to improve student performance, especially targeting 10th grade. (ELA) • Utilize multiple texts (fiction and non-fiction) to enable students to synthesize enduring understandings of themes. (ELA, Library) • 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) • Implement (7-12) expectations on language development and writing, aligned to state and district writing 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
1b. <i>Writing.</i> <i>Continued</i>	<ul style="list-style-type: none"> Utilize graphic organizers, journals to promote organized and effective performance and 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) 			
1c. <i>Critical literacy.</i> To improve students' ability to access information from reading, to identify main ideas, and to apply knowledge and skills acquired through a variety of texts, literature, non-fiction, primary source documents, data sources and media.	<p>SCHOOL-WIDE INITIATIVES</p> <ul style="list-style-type: none"> Teach task-analysis and "unpacking" strategies to enable students to evaluate what a prompt or question requires. Model "strategic reading" tools (SQ3R, Frayer model, QAR, UNPAC, visualize, 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 for students with skill gaps, using a "lab" model that provides targeted supplemental instruction in Algebra, Geometry and English/Reading, to enable students to stay on grade level. Utilize writing and reflection (journals, warm-ups, exit tickets) to extend thinking, and to assess understanding of text and/or data. Utilize diverse discourse strategies (e.g. literature circles, book groups, Socratic seminar) to engage students in reading, increase comprehension. 	Ongoing/ Supervisors, Principal, Media Specialists, Teachers	<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 related to comprehension strategies. Regents assessment results will demonstrate increased proficiency on multiple choice questions, constructed response questions, and complex application questions, as well as increased mastery 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" model. 	<ul style="list-style-type: none"> Department and faculty meeting time will be used to develop and share strategies that strengthen student comprehension skills, especially accessing information, determining importance, and transfer. Staff will utilize research-based practices to promote comprehension, such as reader's and writer's workshop (Calkins), reading styles (Carbo), literacy 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"> • 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 reading, 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 the library collections. (ELA) • Enhance communication and co-planning to utilize Study Skills, Department Center and Supplemental classes to target comprehension strategies for students with literacy needs. (ELA, SS, Math) • 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 2008-09

DISTRICT FOCUS AREA: *Learning and Achievement*

GOAL #2: 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 2008 to 88 percent in 2009, 92 percent in 2010, and 95 percent in 2011;
- The percentage of students with disabilities graduating within four years will increase from 56 percent in 2008 to 63 percent in 2009, 69 percent in 2010, and 75 percent in 2011;
- The number of Advanced Placement exams administered will meet or exceed 2007-08 levels;
- The percentage of students scoring a 3 or above on AP exams will meet or exceed the IHS five-year average;
- The percentage of “non-completer” students will decrease from 6 percent to 3 percent;
- The dropout rate will decrease from 1 percent to zero.

OBJECTIVES/ OUTCOMES	ACTION PLANS/ STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>2a. <i>Course offerings.</i> To continue to offer a range 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.</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 concern (Music, Spanish, Tech). • 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. • Provide data from college surveys regarding admissions criteria, to inform course selection decisions. 	<p>Winter-Spring 2009/ Administrators, Supervisors, Counselors</p>	<ul style="list-style-type: none"> • Continued analysis of enrollments in Advanced Placement and other upper-level courses, especially in science and math. Increase the percentage of students who complete Math III and Chemistry, and four credits of Math, Science. • Analysis of AP, upper-level enrollments by ethnic, economic background. Increase numbers of 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. • Data on course drops for Advanced and AP courses. • Analysis of historical and current enrollment data in elective areas. • Continued effective use of staffing and budget for programs. 	<ul style="list-style-type: none"> • Work with counselors (at Dake, Rogers, Iroquois and IHS) on how to identify families who may lack knowledge of AP/advanced offerings, and to expand opportunities for students in underrepresented groups. • Continue co-planning and staff development for new Graphic Design curriculum in Art and Technology. • Co-planning and assessment development for new Environmental Science course, replacing Ecology.

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 and differentiation. Enhance co-planning and communication 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. • Continue to utilize mini-lessons, pre-teaching and re-teaching in Resource Room to reinforce content instruction. Designate grade-level “point teachers” in each content area to act as planning liaisons with the Resource Room teachers. • Facilitate transition meetings between 8th and 9th grade teachers to review academic intervention plans for incoming at-risk students. • Continue to utilize the school’s AIS criteria to identify students in need of academic pre-interventions. • Continue to utilize Attendance Committee to improve student attendance systems, trigger early interventions, and reduce truancy. • Implement grading pilot of quarterly grades no lower than 50 to gather data on impact on course success. • Continue to utilize Counseling staff, Transition Team and supervisors to identify needs and potential supports for new entrants and English Language Learners (ELL). 	<p>Fall 2008/ Principal, AP’s, Counseling Coord., Director of Student Services, PPS, Supervisors, Counseling and Psych/Social Work Staff, Teachers</p>	<ul style="list-style-type: none"> • Quarterly review of students’ academic progress, attendance, with special focus on 9th grade. Periodic “intervention” meetings with all the student’s teachers for 9th, 10th graders at risk of failing. • Administrators, supervisors, and Director of Student Services will monitor co-planning and communication among content teachers and support teachers. • Monthly administrative check-ins with Resource Room, Consultant and 8-1-1 program teams. • Targeted supervision and student data analysis with Blended co-teacher teams. • Screening of new entrants for identification of skill gaps in reading, writing and/or math, to provide needed support. • Increased participation by teachers at PPS, and continued decreased in referrals for testing, CSE, classification. • Toolbox “steering committee” of teachers will identify ongoing needs in PPS process, and ensure smooth implementation of goals. • Use course/assessment grades to evaluate effectiveness of outside supports (Supplemental, Dept. Center, Study Skills, etc.). • More efficient, accurate truancy and attendance reports from Attendance Office clerical staff. • Course passing rates and credit attainment data from “<50” teacher grading pilot. 	<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, 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 be trained with Infinite Campus to more efficiently track student attendance and make early identification of concerns. • 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"> • Continue to utilize the Cohort-Tracking and Senior Jeopardy processes for early identification of students at risk, and to identify appropriate interventions, classroom strategies and supports, and ongoing monitoring and home contact. • Focus systems and strategies to target four-year graduation for more students. Continue implementation of targeted “extended-year” programs (Winter Institute, SE Summer Academy, etc.). Implement Gateway to College partnership with MCC to enable potential dropouts to earn an IHS diploma. • Utilize department meetings, supervision process and quarterly student performance reviews to track individual student progress toward course, exam and graduation credit outcomes, and to identify needed supports and interventions. • Align internal data reporting systems to match the state reporting timetable on 4-year graduation rates. • Continue comprehensive study of graduation rates and dropouts, to identify factors in students’ four-year completion of high school. • Continue to gather survey data from non-completers to help identify root causes for not attaining a West Irondequoit diploma, and to inform future programming decisions. 	<p>Ongoing/ Leadership Team, Supervisors, Counselors, Career Coordinator</p>	<ul style="list-style-type: none"> • Ongoing review of non-completer, dropout and graduation rates. • Review percentage of senior cohort who graduate in June 2009. • Quarterly meetings to track progress of seniors toward graduation and to identify students in need of exam support. Frequent “jeopardy” meetings with seniors. • Analysis of School Report Card NCLB subgroup data, cohort achievement and participation in Regents, and dropout data. • Teacher check-in meetings to review intervention plans for at-risk 9th-graders. • Counselor/administrator/principal hearings for at-risk 10th-graders. • Quarterly meetings to track class cohort groups toward meeting the graduation requirements, cohort participation in assessments, etc. • Periodic check-ins and monitoring of students in Gateway program, and assessment of student graduation status at end of year. • Participation levels in Career Connections internship, work-study, and credit opportunities. • Course and final exam performance of students in “recess institutes.” Participation levels in those programs. • 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. • Support, training and planning for teachers in “recess institute” programs. • Training for Summer Academy special educators in planning, delivery of non-traditional instruction. • Continue to share findings from graduation study with faculty to identify potential intervention strategies.

IRONDEQUOIT HIGH SCHOOL
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DISTRICT FOCUS AREA: *Culture and Climate*

GOAL #3: 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"> • Engage staff in study of “cultural competence” to enhance adult skills at modeling respect and 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 Infinite Campus and new accountability procedures to enforce attendance policies and to trigger early interventions, communication. • Continue to educate students and staff about bullying, harassment and Title IX enforcement. (Counseling) • Utilize group and individual counseling to address social-emotional needs, problem-solving skills/strategies. (Counseling, PPS) • Continue to provide a rich variety of co-curricular activities, clubs, athletics and service opportunities. • Review School Safety Plan, maintenance and drill procedures. (School Safety Team) • Instruct classes on health and safety. (Health, PE, Science, Technology) 	<p>Ongoing/ Administrators, Counselors, Culture and Climate Team, Security Director</p>	<ul style="list-style-type: none"> • Review by Culture and Climate Team of student initiatives to enhance school climate. • Parent participation in community and informational meetings. • Improved attendance to school, reduced truancy, and increased attendance in homeroom. • Ongoing review of truancy data and recommendations by the Attendance Committee. • 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. • Ongoing review of VADIR violent incident data and reports. • Yearly review of safety and emergency plans and procedures. 	<ul style="list-style-type: none"> • Work with consultants to build “cultural competence” among staff. • Continue ongoing work with students and staff on Title IX and harassment issues. • Attendance Committee will present data analysis and recommendations to faculty. • Training of faculty/staff in utilizing new Counseling problem-solving rubrics. • Orientation by counselors for staff regarding 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 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. • Utilize meeting time to recognize staff and student accomplishments. • Provide opportunities for students seeking structured, quiet study. • 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, etc.) • Increase participation in TLC and other programs for professional development, especially in areas related to instructional technology. • Continue to implement grade-level counseling curriculum, to promote student readiness, independence, and self-advocacy. (Counseling) • Continue implementation of Infinite Campus to enhance communication and management of student records. Begin to explore use of "parent portal" for grading, attendance. 	<p>Ongoing/ 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. • Continued implementation, 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. • In-service opportunities for teachers, staff on use of Infinite Campus. • 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>Home and community partnerships.</i> To promote outreach and communication with families and the larger community:</p> <ul style="list-style-type: none"> • to improve support for student success and opportunities; • to enrich the academic program. 	<ul style="list-style-type: none"> • Build community connections to the classroom, such as guest speakers, assemblies, Arts Festival, P.E. fitness (YMCA), cultural awareness (LOTE “block party”), IPD (Personal Law), and visiting artists and musicians (Art, Music). • Utilize the school Web site to enhance communications, working with Office of Public Information. • 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). • Promote use of facilities in evening, including Library, Career Center, and Fitness Center. • Continue parent events, such as Freshman Parents Night, Academic Information Night, college nights, Principal Coffees, Visitation Day. • Build on community partnerships (e.g. Career Connection, Graduate-Senior Workshop, VESID) to enhance transition activities for students exiting high school. • Continue to enhance work-study and internship opportunities for students. Partner with the West Irondequoit Foundation to expand community employer contacts. (Career Connections) 	<p>Ongoing/ Principal, Staff, Culture and Climate Team</p>	<ul style="list-style-type: none"> • Increased participation in PTSA events, college nights, Open House, Visitation Day, coffees, Career Center evening hours, etc. • Level of involvement of community in instruction-related activities (i.e. guest speakers). • Conduct parent survey, and monitor usage, to determine level of satisfaction level with newsletters, E-news, Web site, voice mail, other communications. • Increased enrollment in AP, LOTE and other upper-level courses. Maintained or increased enrollment in elective areas. • 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. • Workshops for parents on how to support student academic and social success.

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DISTRICT FOCUS AREA: *Transitions*

GOAL #4: 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"> • Continue to implement the Inclusive Education support plan to ensure NCLB student subgroup participation and achievement. • Continue the analysis of data from 7th-8th grades to proactively address individual student academic needs. • Facilitate transition meetings between 8th and 9th grade teachers. • Utilize school vacation periods for new entrants with identified skill gaps, as well as students who have fallen behind in credit requirements. • Establish a peer “Big Brother/ Big Sister” program for 9th-graders. Continue to refine existing Transition Team initiatives (Adult Mentor Program, orientations, etc.). • Establish lunch seminar series for students around career development and workplace skills. (Business) • Continue to refine induction process for new entrants and ELL students. • 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 about IHS programs, suggestions for change. 	<p>Ongoing/ Administrators, PPS, Counselors, Transition Team</p>	<ul style="list-style-type: none"> • Development of department Action Plans to describe how instruction will be planned to reflect the needs identified through the data analysis. • Department reports and study sessions at Planning Team to update Action Plans and to ensure alignment between classroom practice and the school goals. • Quarterly meetings to track student cohort groups toward meeting the graduation requirements, cohort participation in assessments, NCLB subgroup performance, etc. • Ongoing evaluation of academic intervention services, to determine appropriate placements for students according to IHS criteria. • Ongoing review of students’ academic progress, attendance. • Feedback from students and parents on the effectiveness of transition, orientation programs, including recent changes. • Results of alumni feedback and non-completer 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). • Reports to Planning Team by Transition Team and Culture/Climate Team. • Faculty Meeting presentations on Adult Mentor, Big Brother/Big Sister, and NHS Peer Tutoring programs.

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. • Reports to Planning Team by Professional Development Committee. 	<ul style="list-style-type: none"> • Continue to assess needs around technology integration, and to plan training, such as technology “mini-conference.” • Counseling Coordinator will meet with new staff to discuss counseling services, supports, procedures. • Professional Development Committee will promote opportunities for training.
<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. 	