



IRONDEQUOIT HIGH SCHOOL

School Based Plan 2020-2021



IHS Community Values

Shared Purpose ~ Mutual Respect ~ Mutual Support ~ Shared Pride

IRONDEQUOIT HIGH SCHOOL 2020-2021 School-Based Plan

I. Overview and Data

Executive Summary

Page 2

2019-20 Data Review

Pages 3 - 4

IHS Essential Questions

Page 5

II. School-Wide Planning Goals

Goal #1: Learning and Achievement – Core Instruction

Page 6

Goal #2: Learning and Achievement – Student Support

Pages 7 - 8

Goal #3: Culture and Climate

Page 9

Goal #4: Transitions

Page 10

III. Department Specific Action Steps

Pages 11 - 23

Executive Summary

The IHS School-Based Planning Team, working with the secondary academic departments, reviews student performance data to identify areas of need as the basis for this plan, which seeks to inform instructional planning and to maximize student achievement. A Data Review follows this summary, including highlights of graduation outcomes, major assessments, and course enrollments. The school goals and action steps reflect the efforts to be targeted during the 2020-2021 school year, aligning with the Board of Education's Focus Areas: *Learning and Achievement*, *Culture and Climate*, and *Transitions*. This plan is not indicative of all of the comprehensive practices, programs, and supports that have been established over time and are now engrained in our culture of excellence in education.

Learning and Achievement: The two goals in this area focus on **core instruction** and **student support**. The first goal articulates efforts to improve student achievement by ensuring high quality core curriculum and a data-driven, tiered approach to instruction, with the objective of maximizing graduation outcomes and peak performance in students. Professional development and supervision will focus on tiered instruction that is strongly aligned to standards, develops students' 21st century skills (critical thinking, communication, literacy, leadership, etc.), uses data to inform instructional decisions and feedback, and differentiates to meet the diverse needs of students. A Response to Intervention approach that utilizes the problem-solving cycle will strengthen the identification and support of students in 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 range of appropriate systems, supports and options so that all students have the opportunity to earn a West Irondequoit diploma and are fully prepared for college and careers in a complex 21st century society.

Culture and Climate: This goal continues our emphasis on a challenging, 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 home and community partnerships; and to continuously improve communication systems.

Transitions: This goal highlights ongoing efforts to strengthen students' **connections** to school, especially in the transition from 8th to 9th grade, new entrants to IHS, and seniors transitioning to college while providing supports to students and parents that will enhance student success. Finally, it reinforces initiatives to provide induction for new staff and to include all school community stakeholders in the instructional leadership process.

Irondequoit High School 2020-2021 School-Based Planning Team

Mrs. Julie Bolton, Paraprofessional
Mrs. Megan Branch, Parent
Mr. McLean Bulmer, Parent
Ms. Jennifer Burns, Student (11)
Ms. Tracy Checchi, Teacher
Mrs. Lisa DeNunzio, Parent
Ms. Casey Nelan, Assistant Principal
Ms. Nagla Homed, Student (10)

Mr. Chuck Miller, K-12 Director of Data
Mrs. Jaqueline Mooney, Teacher
Mr. Colin Mosley, Student (12)
Mr. Ken Patterson, Parent
Ms. Mary Ellen Platten, Clerical
Ms. Daisy Smith, Student (11)
Ms. Amy Vandergrift, Assistant Principal
Ms. Alecia Zipp-McLaughlin, Principal

Mrs. Patricia Welch, Teacher (*District SBP Liaison*)

Data Review

Table 1: Regents Exam Results

*Due to Covid-19, there were no Regents exams during the 2019-2020 school year.

	2015*		2016*		2017*		2018*		2019*	
	65+	85+	65+	85+	65+	85+	65+	85+	65+	85+
CCSS English	98	74	96	74	96	80	92	67	97	69
CCSS Algebra	81	1	88	9	85	23	87	8	93	27
CCSS Geometry	71	13	77	17	75	16	81	21	91	38
CCSS Algebra 2	n/a	n/a	95	5	92	9	95	21	95	30
Living Environment	94	46	90	31	81	11	84	26	91	49
Earth Science	71	23	85	51	87	43	85	41	83	40
Chemistry	78	18	78	26	86	28	92	20	90	33
Physics	93	45	92	43	89	56	95	46	85	41
Global History & Geography***	81	49	90	53	88	53	87	55	n/a	n/a
New Framework Global History	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	92	35
U.S. History & Government	95	67	94	74	94	72	93	68	91	65
French	97	72	100	58	100	71	100	48	95	33
German	100	40	100	38	96	88	100	44	100	53
Italian	100	44	100	67	100	72	99	61	100	75
Spanish	97	64	96	51	98	67	98	56	89	49

All figures are percentages

*Does not include out-of-district students; Data includes all three Regents exam administrations (August, January, June)

**Due to the curriculum shift to align to CCSS for Algebra 2, Trigonometry was not taught in the 2015-16 curriculum

***The results in 2018 reflect the June 2018 administration of the Transition Global History Regents Exam only

Table 2: Advanced Placement Exams

	2016	2017	2018	2019	2020
Total Number of AP Students	300	315	318	316	307
Number of exams written	596	593	614	567	538
Percent of students scoring 3-5	75%	70%	69%	73%	71%
Percent of graduates with AP credit	35%	41%	36%	43%	

Table 3: Graduation and June Diploma Performance

	2016	2017	2018	2019	2020
Four-Year Cohort Graduation Rate*	93	92	97	96	93.15
Graduates Earning Regents Diploma	97	98	96	95	97
Regents Diploma with Advanced Designation	59	72	68	71	68

All figures are percentages

*Includes June and August grads

^ = projected

Table 4: Fall Course Enrollments Related to School Plan Priorities

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
% of Seniors Enrolled in Math	74	79	79	76	68	66
% of seniors pursuing 4+ credits in Math	60	65	70	70	70	58
% of Seniors Enrolled in Science	61	64	60	58	44	56
% of seniors pursuing 4+ credits in Science	44	48	48	47		47
<i>Percentage of seniors enrolled in September</i>						
Art Courses	521	499	454	517	521	491
Business Courses	550	416	489	503	473	448
World Languages Courses	794	808	756	778	825	791
Seal of Biliteracy Diploma Designation	n/a	26	46	47	40	TBD
Music Courses	256	264	248	262	230	241
Technology/Engineering Courses	498	492	402	404	381	362
<i>Number of students enrolled in September</i>						
CTE Diploma Designation					25	
TOTAL STUDENT POPULATION (9-12)	1204	1183	1155	1184	1171	1156

Table 5: Post High School

	2020	2019	2018	2017	2016	2015
College Total:	73%	81.10%	81.20%	81%	77.60%	85.30%
2 year college	21.10%	25.60%	32.10%	24.90%	32%	35.60%
4 year college	52.10%	55.50%	49.10%	56.10%	45.60%	49.70%
Employment	7.60%	12.00%	10.30%	11.40%	17.80%	8.80%
Military	1.00%	2.00%	1.40%	1.80%	1.30%	2.30%
Career Education/Apprenticeship	3.80%	1.00%	0.70%	2.20%	1%	2.60%
Year Off	2.10%	1.70%	2.80%	1.80%	2%	0.30%
Other/Unknown	12.30%	1.90%	3.20%	0	0.30%	0.30%
Other Schools:	0.00%	0.30%	0.40%	1.80%	0	0.40%

IHS Essential Question 2020-2021

Overarching Essential Question

How do we ensure that students feel socially, culturally and academically supported to achieve mastery learning and build independence?

Targets

1. I will provide all students equitable access to standards-based rigorous curriculum and instruction to foster creativity, curiosity and critical thinking.
2. I will extend my understanding of the interconnectedness of cognitive and social-emotional growth by building strong relationships, maintaining high expectations, and promoting a sense of belonging.
3. I will extend my understanding of the interconnectedness of cognitive and social-emotional growth to promote student ownership, identity, and agency by strengthening opportunities and use of formative assessment and feedback.

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2020-2021
SCHOOL-WIDE GOAL #1

Deleted: ¶

DISTRICT FOCUS AREA: Learning and Achievement

KEY MEASURES: Student performance levels in June 2021 will meet the following targets:

- a) Passing rates on all Regents exams and core courses will be **90 percent** or higher;
- b) Mastery rates on all Regents exams and core courses will **meet or exceed** 2018-19 levels*
- c) The percentage of graduates earning a Regents diploma will meet or exceed the 2019-20 level (**97 percent**), and the percentage of graduates earning a Regents with Advanced Designation will meet or exceed the 2019-20 level (**68 percent**);
- d) The percentage of graduating students with disabilities earning a Regents diploma will meet or exceed the 2019-20 level

IHS GOAL: Ensure that all students reach their highest levels of learning and achievement through a student-centered, differentiated learning environment that emphasizes 21st century skills, social emotional learning and student independence.

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Improve core curriculum by analyzing course standards documents to refine and vertically align essential standards and realign assessments and instruction with essential standards.	IHS Administration 7-12 Director of Instruction Department Supervisors Teachers	Department meetings will continue the development and vertical alignment of essential standards documents, as well as development of formative and summative assessments aligned to these standards.	<ul style="list-style-type: none"> • Essential standards documents • Teacher lesson planning and assessments that align to essential standards • Increased proficiency and mastery rates on assessments and course outcomes, including all Regents exams
Employ effective formative assessment practices in the classroom that: are aligned to essential standards and learning targets, provide evidence of students' progress toward learning goals, provide opportunities for feedback and revision, and lead toward mastery of essential standards.	IHS Administration Department Supervisors Teachers	Faculty meetings and department meetings will focus on refining the understanding and use of formative assessment in the classroom.	<ul style="list-style-type: none"> • Classrooms in which learning targets are posted and communicated to students • Lessons which show utilization of formative assessment throughout the learning process, components of the workshop model, feedback and adjustments to instruction based on formative assessment data • Course outcomes (Passing and mastery rates)
Continue to implement tier 1 instruction in which evidence-based instructional approaches are utilized, emphasizing higher-level thinking and including differentiation to ensure exceptional achievement for all students. Incorporate blended learning (i.e. use of technology) techniques to enhance tier	IHS Administration Cabinet Teachers	In addition to our focus on formative assessment, faculty meetings will utilize a variety of technology tools through Office 365 and Schoology to increase teacher knowledge and comfort with using these tools in the classroom.	<ul style="list-style-type: none"> • Faculty meeting materials that utilize technology tools • Observation data that reflects an increase in technology use that enhances instruction and improves students' progress toward learning goals

1 instruction, utilizing 1-1 devices for freshmen and sophomores.		Continue to place an emphasis on writing & student-centered learning.	
---	--	---	--

IRONDEQUOIT HIGH SCHOOL

School-Based Plan 2020-2021

SCHOOL-WIDE GOAL #2

Deleted: ¶

DISTRICT FOCUS AREA: Learning and Achievement

KEY MEASURES: Irondequoit High School will meet the following targets:

- a) The percentage of students graduating within four years will meet or exceed the 2020 level (**93 percent**);
- b) The percentage of students with disabilities graduating within four years **will meet or exceed 80 percent**;
- c) The dropout and “non-completer” rates will decrease to **zero**;
- d) The percentage of students taking at least one Advanced Placement exam in 2020-2021 **will meet or exceed the five-year average**; and the percentage scoring 3 or above **will meet or exceed the five-year average (69 percent)**;
- e) The percentage of 2020 June graduates who have accessed an AP course throughout high school **will meet or exceed the five-year average**; and the percentage of the 2016 cohort scoring 3 or above on at least one AP exam **will meet or exceed the five-year average**
- f) The percentage of students passing at least one college dual-credit course **will meet or exceed the five-year average**
- g) The percentage of students passing at least one college dual-credit course **will meet or exceed the five year average**
- h) The percentage of seniors graduating with a successful college-credit experience (at least one AP score of 3+ and/or a passing grade in a dual-credit course) **will meet or exceed the five-year average**
- i) The percentage of graduates having accessed college coursework during their high school career will meet or exceed the 2019-2020
- j) Enrollments of underrepresented populations in advanced placement courses will **meet or exceed** 2020-21 levels (Ethnic Minorities: 20 percent; Low socio-economic: 34 percent).
- k) Enrollments of underrepresented populations in dual credit courses will **meet or exceed** 2020-21 levels (Ethnic Minorities: 20 percent; Low socio-economic: 34 percent).

IHS GOAL: Maintain high graduation standards, while focusing on college and career readiness, by ensuring that all students have access to comprehensive course offerings and academic support systems.

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to offer and support student enrollment in a range of Advanced Placement, Dual-Credit programs, advanced classes, and diverse electives, and advise students and inform parents in aligning course selections with post-high school plans.	IHS Administration K-12 Department Supervisors Counselors	Counselors’ summer work and year round group guidance planning will continue to focus on student independence with Naviance. Counselors will explore additional resources within Naviance. Counselors and administrators will continue to meet with technology support to implement graduation progress tracking.	<ul style="list-style-type: none"> • Strong alignment between course selection process and post-high school planning through Naviance. • Counselor and administration use of graduation progress tracking in IC. • Enrollment and successful completion rates in AP, Dual-Credit, advanced classes, and diverse electives.

Use a data-driven approach to improve student attendance rates and monitor cohorts.	IHS Administration Counselors Teachers	Continued work of the Attendance Team, to continue to analyze school-wide data and current research to improve practices related to attendance. Utilize attendance data to identify students in need of additional attendance interventions, including designating a specific PST meeting to creating attendance interventions on a quarterly basis. Continue to strengthen the IHS mentoring program.	<ul style="list-style-type: none"> • Attendance letters sent home (All families in August; to students below 90% attendance quarterly) • Recommendations and implemented new practices from the Attendance Team • Improved attendance rates
Continue implementation of a team-based approach to problem-solving student academic and social/ emotional needs through the building Instructional Support Team (IST) and Problem-Solving Team (PST).	IHS Administration IST Members PST Members Teachers	Administration and Counseling staff will utilize the PST and executive PST processes to review new entrant students, review students' attendance data, and to reflect on PST processes. Continued training will be provided on Therapeutic Crisis Intervention to support students' social/emotional needs. Continued use of technology to increase accessibility of student intervention plans.	<ul style="list-style-type: none"> • IST and PST minutes that follow the problem-solving cycle and result in actionable plans for student success • Increased teacher participation in IST and PST • Decrease in students needing tier 2 and 3 supports and special education referrals
Monitor Tier 2 supports (i.e. Supplementals, Math Lab, Support Study, and Learning Center) and implement processes to ensure interventions are targeting students' needs and students' progress is monitored effectively.	7-12 Leadership Staff Tier 2 Support Teachers	Department meetings will be held quarterly, devoted to progress monitoring of Tier 2 supports.	<ul style="list-style-type: none"> • Increase in quarterly grades and assessments for students in Tier 2 supports • Meeting minutes from progress monitoring reviews
Utilize specialized programming (i.e. 9 th Grade Team, the Achievement and Mentoring Program and the Transitional Support Program) to meet the complex needs of students who are identified as moderately and significantly at-risk for four year graduation	IHS Administration Student Services Department Specialized Programming Teams	Weekly team meetings will continue to be used to problem-solve and progress monitor students. Consistent forms will be used across all three programs. Summer TSP work will focus on establishing case management within TSP, creating community within the classroom, standards-based grading, and continuing to develop curriculum that is relevant and student-centered.	<ul style="list-style-type: none"> • Students will earn credit in their courses and meet Regents exam requirements • Positive graduation outcomes and plans for post-high school education and/or employment for TSP seniors.
Continue to implement special education services appropriate to specific student needs, while strengthening progress monitoring practices to ensure differentiation and accommodations are supporting student progress and release to independence.	IHS Administration Student Services Department Special Education Teachers Teachers	Program specific meetings (i.e. Consult, 8:1:1, Life Skills) will use a team-based approach to problem-solve specific student needs. Common planning time provided to co-teachers to focus on essential standards, analysis and use of formative assessment, and targeted, differentiated instruction.	<ul style="list-style-type: none"> • Course outcomes (passing and mastery rates) for SWD's • Graduation rates, Regents diploma rates, and Advanced Regents diploma rates for SWD's • Numbers of SWD's that move to a less restrictive environment
Continue to implement English as a New Language (ENL) services to meet or exceed state minimums, while strengthening progress	IHS Administration Supervisor of Student Services	ENL students will continue to be assigned to one grade level administrator and counselor, to ensure effective and ongoing communication and problem-solving.	<ul style="list-style-type: none"> • NYSESLAT scores • Course outcomes (passing and mastery rates) • Assessment Data

monitoring practices to ensure that language acquisition needs are met.	ENL Teachers Teachers		
---	--------------------------	--	--

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2020-2021
SCHOOL-WIDE GOAL #3

DISTRICT FOCUS AREA: *Culture and Climate*

IHS GOAL: Staff, students and families will promote a learning environment that promotes responsibility, social emotional learning and risk taking through parent and community partnerships

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to examine the needs of diverse student populations and create responsive plans in order to create and maintain a safe, productive and dignified environment for all students, rooted in the IHS Community Values (Shared Pride, Mutual Respect, Mutual Support, and Shared Purpose).	IHS Administration Student Services Department Teachers & Staff	Development, communication, and active use of a school-wide expectation matrix aligned to the IHS Community Values. Continued opportunities for SafeZone Training. IHS will continue to support and participate in the Student Summit on Race to promote an open dialogue and lead to positive change. Continued expansion of the Mosaic Club. Continue to educate students, families and staff on social media usage, harassment, Title IX, and the Dignity for All Students Act. Digital citizenship and strategies to learn through social emotional learning with alignment to HIS-core values.	<ul style="list-style-type: none"> • IHS School-Wide Expectations Matrix • Implementation of practices to support a safe and dignified environment for all students • Climate Surveys related to SEL • Decrease in disciplinary events
Continue to strengthen school, home and community partnerships and communication in order to maximize student growth and achievement.	IHS Administration Student Services Department Teachers & Staff	Explore and increase uses of technology to enhance and make communication with parents and families more user-friendly. Continue to strengthen home/school partnership in regards to students' supports and teaming (i.e. plans developed through IST, PST, 9 th grade team, AMP, TSP).	<ul style="list-style-type: none"> • Use of social media and technology, to inform the community of upcoming events and highlight student activities and successes. • Parent awareness and participation in intervention plans.

*Goal #3 addresses culture and climate, and is not focused on the implementation of our safety and security protocols. This is addressed through our building level Safety Team.

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2020-2021
SCHOOL-WIDE GOAL #4

DISTRICT FOCUS AREA: Transitions

IHS 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 college and career readiness upon graduating.			
Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to implement programs and practices that support a positive transition for freshman and new entrants to IHS, including Link Crew, NHS Tutoring, and the New Entrant Institute.	IHS Administration Link Crew Advisors New Entrant Institute Facilitator NHS Advisors Counseling Department	Link Crew Advisors will hold training sessions for student Link Leaders during the summer. 9 th grade teachers will be reminded of the Personal Learning Plan (PLP) tab in IC to review previous interventions provided at Dake.	<ul style="list-style-type: none"> • Freshman Orientation that follows the Link Crew format • Link Crew activities held throughout the school year • New Entrant Institute held in August • Freshman feedback that reflects positive engagement with Freshman Orientation and their transition to the high school • Use of Cohort tracking to assess the impact of interventions on incoming students over 1 and 4 years.
Continue to support the transition between 8 th and 9 th grade by utilizing 9 th grade team to add a higher level of monitoring and interventions for students identified moderately or significantly at-risk for graduation.	Grade Level Administrator 9 th Grade Team Teachers Counseling Department	9 th grade team members will meet at the beginning of September to align classroom practices, review identified students, and utilize IST processes to guide team meetings. 9 th grade team members will then meet weekly to problem-solve and monitor students' progress.	<ul style="list-style-type: none"> • Course outcomes (passing and mastery rates) for students on 9th grade team • Common assessment, midterm, and Regents/final exam data for students on 9th grade team • Build a cohort tracking system for data analysis
Respond to Transition Teamwork additional practices to support the successful transition of New Entrants to IHS.	IHS Administration Counseling Department	Provide teacher of New Entrant Institute with survey results, to share feedback from past New Entrants with current New Entrants. Review and revise New Entrant Survey for 2017-18 school year based on recommendations from Transition Team. Explore student mentors for New Entrants.	<ul style="list-style-type: none"> • Continued implementation of New Entrant celebrations and surveys • Revisions to New Entrant Survey
Continue to build on partnerships, such as Career Connections, Graduate-Seniors/Junior Workshop,	IHS Administration Student Services Department	Counselors will have individual meetings with all seniors to discuss post-high school planning. IHS Administration will	<ul style="list-style-type: none"> • Participation in Graduate-Junior-Senior Workshops

and ACCES-VR, to enhance the transition from high school.	Career Center Staff	respond to feedback from Graduate-Junior-Senior Workshop to continue to enhance practices that prepare students for success after graduation.	<ul style="list-style-type: none"> Fully developed post-high school plans for each senior student
---	---------------------	---	--

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: Art

Action Steps	Person Responsible	Professional Development	Evidence of Accomplishment
<p>Curriculum: Use a wide variety of instructional resources, including technology, to increase engagement, maintain high expectations, and promote retention in the art department. Focus on inquiry-based learning through student questioning, planning, and research process.</p>	Art Teachers and Art Coordinator	Refine Essential Standards to better integrate SEL across the art standards through K-12 instruction in a blended learning environment. Formative Assessment and feedback cycle.	Curriculum aligns with K-12 Arts Standards, Media Arts Standards, ISTE standards CASEL, and is supported by backward planning in a blended learning environment. Balance between use of technology, inquiry and hands on nature of Studio learning.
<p>Technology Integrate technology to support 21st Century Skills and foster resilience, creativity, curiosity and critical thinking.</p>	Art Teachers and Art Coordinator	Explore digital portfolios, blogs, website design, social media, etc. to engage students in the learning process as well as to highlight student work. Teachers and students will continue to expand on use of technology as a tool for teaching, learning and the assessment cycle.	Digitally based artwork that shows mastery level student work. Student and teacher digital record keeping and progress portfolios (visual and written reflections). Refine and revise teacher created digital curriculum for remote learners.
<p>Instruction Differentiated Tier I instruction that supports all students to encourage student ownership and a culture of connection and support in an antiracist art classroom.</p>	Art Teachers and Art Coordinator	Differentiated instruction in student centered learning environment that incorporates Essential Standards, clear learning targets and individual student interests to support the whole child through Arts instruction that is inclusive, and culturally responsive. Expanding teacher repertoire around structural racism, antiracist art education and a counter canon of artists to restructure a commonly Eurocentric art education.	Students demonstrate ownership of learning through application of foundational skills to support personal expression based on history and knowledge of the arts. Teachers promote positive relationships (SEL) with a trauma-sensitive approach to instruction.

Deleted: ¶
 ¶
 Page Break
 ¶

Deleted: ¶

College and career readiness and real world skills: Provide opportunities for students to exhibit work in a variety of venues to support connections between the high school and local arts community as well as links to college and careers within the arts.	Art Teachers and Art Coordinator	Teacher collaboration across school districts and regions as well as college admissions personnel to support quickly changing career pathways in the arts.	AP Art implementation, a variety of student exhibitions both in and out of I.H.S. in college and professional venues. Students accessing and utilizing additional arts resources in the local community.
---	----------------------------------	--	--

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: Occupational Education ~ Business

Within each course in both the Business and Technology Departments we will focus on the following essential questions.

1. *What critical concepts, essential understandings, and key skills will be needed by our students for success in the 21st century?*
2. *How will students demonstrate their learning through formative assessments?*
3. *In what ways will we incorporate the SEL competencies into instructional experiences to build a supportive classroom community?*
4. *How will we differentiate instruction at all learning levels to promote understanding of the critical concepts, understandings, problem solving and skills for all students in a hybrid/remote learning environment?*
5. *Upon completion of a CTE course, how will I self-reflect and assess whether this is a possible career path to further foster?*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
--------------	-----------------------	--------------------------	----------------------------

Deleted: ¶
¶
¶
¶
-----Page Break-----

Continue to educate and promote CTE Business Education endorsement via NYSED	Lou DiCesare Jeanine Lent LaVon Bucciarelli Tricia Taylor	<ul style="list-style-type: none"> • Meetings with Counselors • Communication in Business/Family & Consumer Science classrooms 	<ul style="list-style-type: none"> • Completed surveys • Course selection
Continue to utilize new technologies to enrich the Business Education classroom lessons in remote learning environments	Lou DiCesare Jeanine Lent LaVon Bucciarelli Tricia Taylor	<ul style="list-style-type: none"> • PD offered by WICSD • Research strategies online • Collaborate in dept meetings 	<ul style="list-style-type: none"> • A more enriched curriculum provided to the Business Education student either remote or in person
Continue to promote opportunities for students to earn college credit in Business classes by taking advantage of dual-credit opportunities	Lou DiCesare Jeanine Lent LaVon Bucciarelli Tricia Taylor	<ul style="list-style-type: none"> • Provide further information to counselors • Course Awareness Days • Course Information Night 	<ul style="list-style-type: none"> • Increased enrollment in business courses • Increased enrollment in business classes with dual-credit opportunities
Continue to provide rigorous & relevant college-ready curriculum that meets national and state standards through student-centered learning that fosters social and emotional learning in an environment promoting critical thinking.	Lou DiCesare Jeanine Lent LaVon Bucciarelli Tricia Taylor	<ul style="list-style-type: none"> • Field trips • Faculty meetings • Webinars • Guest speakers • DECA 	<ul style="list-style-type: none"> • Assessments that align w/ college & career readiness • Increased repertoire of teacher strategies for students with social and emotional needs
Collaborate with department staff on strategies to increase identification of career connections in the CTE Business classroom to provide more authentic learning experiences via work-study, shadowing, internships, etc.	Lou DiCesare Jeanine Lent LaVon Bucciarelli Tricia Taylor	<ul style="list-style-type: none"> • Guest speaker networking • CTE endorsement 	<ul style="list-style-type: none"> • Enrollment in work-study, internships, shadowing, etc • CTE Business diploma attainment

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: *Counseling and Career Connections*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Given the current state of a pandemic and social justice issues within our community, supporting diverse students is essential, counselors will be culturally responsive to serve all populations in order to maximize student potential so achieving at high levels is possible.	Counselors Social Workers School Psychologists Substance Abuse Prevention Counselor	Department meetings Faculty meetings Weekly counselor meetings PEAK lesson planning	<ul style="list-style-type: none"> Counselors will initiate at least 1 culturally responsive communication to students/staff/ or families each quarter. Use of restorative practices to consider various view and prevent/repair harm.
<p>Create a Counseling Curriculum where students are able to access information related to social emotional learning, post high school planning, and current academic performance.</p> <p>Due to the current changes in our educational environment, counselor will adjust and improve the delivery of the counseling program. This will include electronic material for all lessons.</p>	Counselors Career Connections Coordinator	Meet with TOSA as needed	<ul style="list-style-type: none"> All counseling lessons will be accessible on Schoology. They will be recorded and available for asynchronous learning. Counselors will update PowerPoints and record voiceovers Counselors will post relevant SEL and post high school planning material to Schoology for each cohort Counselors will provide virtual information to students and families in place of in person night events Graduation rate will meet or exceed 2019 rate/Dropout rates will decrease from 2019 rate
Counselors will individualize the course registration and post high school planning processes to ensure all students have relevant high school experiences to become 21 st century global citizens.	Counselors	<ul style="list-style-type: none"> Weekly counselor meetings Planning with leadership 	<ul style="list-style-type: none"> Students will enroll in courses that are relevant to their post high school goals and explore a variety of different course offerings as seen in IC enrollments. Course registration will be completed by mid February and

			changes after this date will be minimal and occur during a given window.
--	--	--	--

IRONDEQUOIT HIGH SCHOOL
 School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: *English*

Regents Examination Targets (Goal: Top 5 in the county):

Common Core English Regents: Overall Proficiency = 100%; Overall Mastery ≥ 77%; SWD Proficiency ≥ 80%; SWD Mastery ≥ 20%

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to align tier 1 instruction, feedback, and assessments with a standards-based mindset, to support mastery-level achievement for all learners.	K-12 ELA Supervisor 9-12 English Department Erin Quintero-Contact Teacher	<ul style="list-style-type: none"> • Collaboration with Grade level teams • Engage in professional learning through faculty and department meetings that are focused on the integration of technology as a tool to enhance instruction, feedback, and assessments 	<ul style="list-style-type: none"> • Essential Standards Implementation • Increase mastery on Regents exams • Increased mastery achievement in courses
Utilize reading and writing to support social-emotional learning, and thereby enhance relevance and value for lifelong readers and writers.	K-12 ELA Supervisor 9-12 English Department Erin Quintero-Contact Teacher	<ul style="list-style-type: none"> • Opportunities for continual development of content expertise (workshops/presenters/collegial sharing) • Department meetings focused on research and demonstration of instructional SEL best practice 	<ul style="list-style-type: none"> • Strategic instruction that includes implicit and explicit use of reading and writing to support SEL. • Journal responses that demonstrate students' engagement with outside reading • Increased learning experiences that have students writing for SEL.
Research and implement culturally responsive pedagogy to create a welcoming and safe learning environment where all students may	K-12 ELA Supervisor 9-12 English Department	<ul style="list-style-type: none"> • Use of department meeting time for "Deep Dive" into the topic of CRP 	<ul style="list-style-type: none"> • Evidence of more diverse titles in ELA curricula • Application of research-based best practices.

Deleted: ¶
¶

fully engage in rigorous learning experiences.	Erin Quintero-Contact Teacher	<ul style="list-style-type: none"> • Collegial sharing of CRP texts, possibly resulting in applications for Board approval 	<ul style="list-style-type: none"> • Increase of number of students who achieve mastery achievement in courses
--	-------------------------------	---	---

IRONDEQUOIT HIGH SCHOOL
School-Based Plan 2020-21
DEPARTMENT-SPECIFIC ACTION STEPS

Algebra 1: Overall Proficiency $\geq 95\%$, Mastery $\geq 50\%$ (20% IHS, in top 5 of county), SWD proficiency $\geq 75\%$, SWD Mastery $\geq 15\%$
Geometry: Overall Proficiency $\geq 94\%$; Mastery $\geq 50\%$ (within top 5 of county), SWD proficiency $\geq 75\%$; SWD Mastery $\geq 20\%$
Algebra 2: Overall Proficiency $\geq 97\%$; Mastery $\geq 45\%$ (within top 5 of county); Increase the number of SWD Students in course/exam

DEPARTMENT: Mathematics

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to improve core curriculum by analyzing course standards documents to refine and vertically align essential standards and realign assessments and instruction with essential standards.	Math Teachers Math Supervisor	<ul style="list-style-type: none"> • Professional Development during school year to continue to refine Essential Standards, scope and sequences, Formative Assessments, Assessments and instructional strategies and practices (including technology integration) to support all learners. • Vertical review and revision of Advanced Courses to align expectations and rigor 	<ul style="list-style-type: none"> • Implementation of ES, assessments and instructional strategies • Common Assessments throughout the entire school year for each regents course – both formative and summative • Vertical articulation of Advanced Courses • Updates in response to Math Audit
Continue to implement tier I instruction in a balanced math workshop emphasizing higher level thinking to meet diverse learning needs to ensure exceptional achievement for all students.	Math Teachers Math Supervisor	<ul style="list-style-type: none"> • Professional development aligned with the Instructional Blueprint • Balanced math: conceptual understanding, procedural fluency, creative problem solving, modeling and communication, number sense – all with an attention to detail 	<ul style="list-style-type: none"> • Implementation of ES, assessments and instructional strategies • Assessments that identify student strengths, needs, and gaps • Instructional strategies to support all learners to reach mastery • Student-Centered Instruction
Continue to refine and develop common Summative, Formative & cumulative assessments that include new and novel problem solving	Math Teachers, Math Supervisor	<ul style="list-style-type: none"> • A focus at department meetings on curriculum, instruction and assessment with problem solving, including within context, and perseverance as a theme • Creation, revision of common assessments 	<ul style="list-style-type: none"> • Implementation of ES, assessments and instructional strategies • Common tasks and assessments
Continue developing SEL and culturally relevant pedagogy strategies	Math Teachers, Math Supervisor	<ul style="list-style-type: none"> • SEL: perseverance and grappling • Develop identity and agency in a math classroom 	<ul style="list-style-type: none"> • Strategies bank aligned with content and high expectations

and practices (Community, A Sense of Belonging, Strong Supportive Relationships, Identity, and Agency)

- Strong emphasis on critical thinking and strategies for test taking
- Deepening perseverance mindset
- Constructing a viable argument and critiquing the reasoning of others
- Modeling with mathematics

Student engagement in classes
Growth mindset in students
Increased attention to detail
Improved classroom and assessment performance

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: *Music*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
<p>Increase our utilization of a variety of instructional resources including technology to improve our rigor, curricular alignment that will increase engagement, maintain high expectations, and promote retention through our program.</p>	<p>All Music Department Members</p>	<p>~Taught scope and sequence adjusted to more closely align to NCAS (National Core Art Standards), and SEL Outcomes.</p> <p>~Department meeting time will be used to discuss and explore ways to utilize new technologies in hybrid teaching model, as well as, SEL Outcomes and Diversity/Inclusion incorporation into our music instruction.</p>	<p>~Documentation of a scope and sequence adjusted to more closely align to NCAS (National Core Art Standards), and SEL Outcomes, *instruction focuses on essential understandings that promote enjoyment and engagement of participating in our music program.</p> <p>~Utilization of technology in an efficient way to instruct in our hybrid teaching model. *Use technology such as, but not limited to, Schoology, Teams, Smart Music, and Sightreading Factory to promote engagement</p> <p>~Formative performance assessments during lessons and rehearsals (peer feedback and personal goal-setting).</p> <p>~Student creation and performing of smaller ensemble works through recording applications.</p>
<p>Increase cultural competency and socio-political awareness to create an inclusive and respectful musical learning environment so that we may engage our diverse learners to achieve Peak Performance.</p>	<p>All Music Department Members</p>	<p>~Utilize pedagogical strategies to be more inclusive in our approach from the books “Teaching with Respect”, and “Music Education and Social Emotional Learning”.</p> <p>~Strong focus on music literacy- Promoting independence and ownership of learning.</p>	<p>~Utilization of instructional strategies to support teamwork, problem solving and collaboration that builds strong relationships amongst students and teachers. *an important emphasis on inclusion, empathy, and respect</p> <p>~Teacher-facilitated discussion with students on diversity, equity, and inclusion.</p> <p>~Increase of student diversity in our ensembles and extra-curricular ensembles.</p> <p>~Music literature choices reflect culturally responsive teaching practices.</p>
<p>Build a sense of community within our Music Department that fosters inclusion, empathy, and respect by strengthening musical opportunities and interactions inside and outside the music classroom.</p>	<p>All Music Department Members</p>	<p>~Instruction utilizes strategies to support teamwork, problem solving and collaboration that builds strong relationships amongst students and teachers</p>	<p>~Utilization of social media effectively to promote and celebrate student learning and achievement~Utilize select performing ensembles to showcase our students promoting strong musical culture</p> <p>~Foster a culture of inclusion so all students have equal opportunity for involvement in music</p>

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: *Physical Education & Health*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Continue to increase total passing to 100% for 9 th and 10 th grade, and 98% for 11 th and 12 th grade by developing health and PE units that include strategies to engage reluctant learners and by developing non-traditional credit pathways.	Kimberly Schon High School PE Staff	Introduction of Schoology Team 9-12 Department Meetings will focus on engaging all learners.	<ul style="list-style-type: none"> • Data Analysis of course outcomes • 9-10 class communication using Schoology
Build a welcoming, safe and engaging learning environment that encapsulates social emotional learning and cultural awareness.	Kimberly Schon High School PE Staff	Deepen understanding of diverse student needs by ongoing professional development	<ul style="list-style-type: none"> • Students will demonstrate independence in completing PE credit under the supervision of a PE teacher.
Foster the development of independent thinking skills to promote individual self-management and social emotional growth using the Health and Physical Education curriculum as the medium. Evaluate the delivery of the mental health curriculum mandates Implement standards based instruction opportunities that are accessible to all students.	High School PE and Health Staff	Department Meeting will focus on ongoing discussion on curriculum to meet the needs of all learners. NYSAPEHRD conference	<ul style="list-style-type: none"> • Students will experience a rigorous standards-based curriculum • Students will value strong relationships and a sense of belonging in PE • New units of study • 9-12 class communication and course work on Schoology

--	--	--	--

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

Living Environment: 94% Proficiency; Special Education Students 80% or higher Proficiency; Mastery 60% (within top 5 of county), SWD Mastery 30% or higher

Earth Science: 92% Proficiency; Special Education Students 75% or higher Proficiency; Mastery 57% (within top 5 of county), SWD Mastery 25% or higher

Chemistry: 95% Proficiency; Mastery 35% (within top 5 of county)

Physics: 97% Proficiency; Mastery 55% (within top 5 of county)

DEPARTMENT: Science

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
<p>CURRICULUM Incorporation of phenomena within unit and lesson planning to increase relevancy and application of learning</p> <p>Design tasks and questions that explicitly incorporate elements of the SEP/CCC/DCI in order to foster application of skills, conceptual connections and deepening of content knowledge.</p>	K-12 Science Supervisor Science Department Members	Department Meetings Course-Level Planning	<p>Units and/or collections of lessons will be framed by an anchoring phenomenon in order to:</p> <ul style="list-style-type: none"> • Engage students in questioning • Provide a common access point for learning for all students <p>Tasks and questions within a lesson will result in students' active use of the SEP/CCC/DCI. Students will access these dimensions in order to move from 'gathering evidence' to 'reasoning' about the evidence.</p>
<p>INSTRUCTION Incorporate increased opportunities for students to independently synthesize their learning through speaking and writing with a focus on key disciplinary language, relevant evidence and scientific reasoning.</p>	K-12 Science Supervisor Science Department Members	Department Meetings Course-Level Planning	<p>Student products (speaking and writing) will demonstrate:</p> <ul style="list-style-type: none"> • Evidence of critical thinking • Incorporation of key academic and concept-specific language • Use of relevant scientific evidence <p>Clear, specific, accurate connections among concepts based on the evidence cited</p>

<p>Incorporate increased opportunities for students to apply literacy skills to further their understanding of science concepts.</p>			
<p>ASSESSMENT Cumulative, summative and formative assessments will be aligned to essential learning targets and used to support monitoring to increase student achievement.</p>	<p>K-12 Science Supervisor Science Department Members</p>	<p>Department Meetings Course-Level Planning</p>	<p>Assessments created will illustrate question sets:</p> <ul style="list-style-type: none"> • Aligned with the essential standards of the course • Demonstrating a range of critical thinking opportunities <p>Assessments created will be used to:</p> <ul style="list-style-type: none"> • Identify student proficiency and mastery of essential concepts and skills of the course • Design subsequent instruction relative to the essential learning of the course <p>Student performance on year-end assessments (including but not limited to Regents exams) will increase, as per goals on p.1</p>

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: Social Studies

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
<p><u>CURRICULUM</u></p> <p>Continue to update and revise courses to reflect the NYS Social Studies Framework ensuring all key ideas, content specification, and practices are aligned to promote student success both in class and on Regents exams (raising proficiency on Global to 93% proficiency and US to 96% proficiency).</p>	<p>Social Studies Department Teachers</p> <p>Social Studies Supervisor</p>	<p>Department meetings, faculty meetings, and release days will focus on revising and refining curriculum maps to reflect the NYS Framework expectations.</p> <p>Continued focus on research and writing goals that foster student ability to think like an historian.</p>	<p>Curriculum Maps will reflect the NYS Social Studies Framework.</p> <p>Use of curriculum maps to plan units and day-to-day instruction with essential questions and learning targets.</p>
<p><u>INSTRUCTION</u></p> <p>Increase use of primary and secondary sources to explicitly teach and embed the social studies practices/historical thinking skills found in the Framework and AP Curriculum. Emphasis will be placed on aligning the practices with the key ideas and content specifications.</p> <p>Develop and implement student centered and differentiated instructional experiences connected to clear unit objectives within a blended learning environment.</p>	<p>Social Studies Department Teachers</p> <p>Related Service Providers/Teams (AMP, TSP, 9th Grade Team)</p> <p>Social Studies Supervisor</p>	<p>Exploration and use of Turn It In.com resource to enhance student writing outcomes (TLC)</p> <p>Department meetings - reflect on, develop instructional experiences, and share best practices related to the Social Studies practices/historical thinking skills to include, purpose, point of view, reliability, & context</p> <p>Faculty meetings – focus on differentiation, digital research strategies, writing like an historian, teaching multiple perspectives and building trauma sensitive</p>	<p>Unit and lesson planning reflecting NYS Social Studies Framework expectations</p> <p>Student work reflecting growth related to the social studies practices/historical thinking skills.</p> <p>Student work demonstrates the incorporation and ownership of feedback over time.</p> <p>Increase proficiency and mastery on classwork as well as formative and summative assessments.</p>
<p><u>ASSESSMENT</u></p> <p>Develop and utilize a variety of assessments aligned with the NYS Social Studies Framework. Use assessment data to monitor student progress and inform instruction and support student growth, with goal of increasing mastery on US to 70% for gen. ed. and Global to 76% for gen ed.</p>	<p>SS Department Teachers</p> <p>Related Service Providers/Teams</p> <p>Social Studies Supervisor</p>	<p>Participate in work and discussions to create and share formative assessments through team planning, TLC, BOCES, RACSS, BAOBAB and other professional communities.</p> <p>Department meetings - reflect on, develop instructional experiences, and share best practices related to assessments, progress monitoring, and using data to inform instruction.</p>	<p>Assessments that are aligned to the content and format of NYS expectations.</p> <p>Updated and revised unit and midterm assessment (as needed)</p> <p>Department Center lists of students receiving targeted interventions</p>

Deleted: ¶

Deleted: ¶

Deleted: ¶

Deleted: ¶

Deleted: ¶

Deleted: ¶

Deleted: ¶

¶

¶

¶

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: Occupational Education ~ Technology

Within each course in both the Business and Technology Departments we will focus on the following essential questions.

1. *What critical concepts, essential understandings, and key skills will be needed by our students for success in the 21st century?*
2. *How will students demonstrate their learning through formative assessments?*
3. *In what ways will we incorporate the SEL competencies into instructional experiences to build a supportive classroom community?*
4. *How will we differentiate instruction at all learning levels to promote understanding of the critical concepts, understandings, problem solving and skills for all students in a hybrid/remote learning environment?*
5. *Upon completion of a CTE course, how will I self-reflect and assess whether this is a possible career path to further foster?*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Align instructional planning with the West Irondequoit Central School District's Instructional Focus prioritizing standards and increase opportunities to foster student relationships and experiences.	Technology Education Teachers	SEL RTI Refining of need to know, assessments, lesson planning and data-driven instruction.	<ul style="list-style-type: none"> • Curriculum reflects correlation to RTI process • Refined lesson and assessments based on data. • Visit CTE certified programs • Final CTE endorsement

		Continue work toward CTE certification in Automotive and Building Trades.	
Align instructional practices to support evidence-based instructional approaches and differentiate instruction needed to make learning accessible to all students.	Technology Education Teachers	Collaboratively support course selection process. Online resources (LMS, online service material). Differentiated delivery of instruction. Collaboratively work to maximize opportunities for remote learners.	<ul style="list-style-type: none"> • Course enrollment • Club enrollment • Analysis of subgroup performance • Students engaging in LMS, Office 365, Schoology • Differentiated techniques utilized to deliver instruction
Continue to build partnerships with local industries, reflect on best practices that can support current trends in industry coupled with rich authentic experiences through current curriculum and PLTW.	Technology Education Teachers	ACE mentor. Collaboration with career center that will support industrial visits PLTW training. Collaboratively support courses selection process. Continue to reevaluate course offerings year to year. Addition of CNC router for Building Trades shop via The West Irondequoit Foundation.	<ul style="list-style-type: none"> • Participation in ACE Mentoring program • Counselor and teacher training PLTW • College, business and industrial presenters • Students receiving college credit. • Student run CNC router in action.

IRONDEQUOIT HIGH SCHOOL
School-Based Plan
DEPARTMENT-SPECIFIC ACTION STEPS

DEPARTMENT: *World Languages*

Action Steps	Person(s) Responsible	Professional Development	Evidence of Accomplishment
Utilize available technology to support and augment established curricular documents, including vertical articulation and essential standards documents. Leverage available technology to support student social/emotional growth.	World Languages Supervisor World Languages Teachers	Monthly department meetings will allot time for staff to explore and share out various technological resources, to be implemented in instruction. Monthly department meetings will feature various staff sharing social/emotional learning strategies among the department.	<ul style="list-style-type: none"> • Complete department-wide list of technological resources. • Complete social/emotional learning strategies list
Continue to promote student enrollment in all language classes, but specifically focusing on Levels 4 and 5 as well as Level 5 students' engagement in pursuing the New York State Seal of Biliteracy.	World Languages Supervisor World Languages Teachers	Department meetings time will be dedicated to examining the practices and participation in the NYS Seal of Biliteracy and modifying practices as necessary to maintain high student participation in programming.	<ul style="list-style-type: none"> • Student enrollment numbers for Level 5 courses • Student enrollment numbers for dual credit opportunities through MCC • Student application numbers for the NYS Seal of Biliteracy.
Analyze and investigate existing and new methods of teaching, assessing, and measuring skill progress in core areas, with specific emphasis on implementation of Standards-Based Assessment, as well as preparation for implementation of revised New York standards for World Language instruction.	World Languages Supervisor World Languages Teachers	<p>Department meetings will focus upon exploring rubrics and level descriptors created for and grade book structuring to meet requirements of Standards-Based Assessment practices.</p> <p>Professional development opportunities will be provided by NYSED and ACTFL to inform and prepare teachers for change. Department meeting time will be used to explore and prepare as well.</p>	<ul style="list-style-type: none"> • Formative and summative assessments aligned with Standards Based grading rubrics • Level descriptors for each skill that are appropriate for all grade levels • Alignment of vertical articulations, department goals, and teaching/assessment strategies that align with revised NYS standards

This page left blank intentionally.