

Iroquois Middle School: School Based Plan 2020-2021
District Focus Area: Learning and Achievement
All instruction will be student-centered and based on district outcomes.

Goal #1: Student performance levels in Reading and Writing/ELA will increase as follows:

All students will show significant progress toward proficiency in and mastery of essential standards as measured by iReady and other common assessments.

What needs to be done?	How will we accomplish it?	What data needs to be collected?	How will the progress be monitored?
<ul style="list-style-type: none"> -Engage in research-based best practices that close learning gaps and continue to build students' sophisticated reading comprehension skills and strategies. -Focus on measuring student growth toward mastery of essential standards through the use of common assessments. 	<ul style="list-style-type: none"> ongoing communication among teachers and TAs through IST meetings and collaborative planning teaching time with a specific focus on the needs shown through BOY benchmarks, common assessments use of goal-setting and progress monitoring with students continue to make time for self-directed reading, with a focus on student choice and accountability. 	<ul style="list-style-type: none"> - Benchmark data, student work, student assessments (formative and summative) 	<ul style="list-style-type: none"> -Unit assessments, iReady diagnostic, AIMS Web, -IST meetings, teacher observations -Conversations around independent reading and goal-setting -Performance on formative assessments
<ul style="list-style-type: none"> Provide opportunities for students to engage in the writing process, creating finished works in multiple genres, as well as free-writing activities such as journaling, etc. 	<ul style="list-style-type: none"> -Engage in cross-curriculum connections -Create opportunities for students to respond in writing in varied (less structured) formats - Use of technology to communicate and collaborate around student writing -Focus on criteria identified by the student-friendly writing rubrics. 	<ul style="list-style-type: none"> -student work, student assessments (formative and summative) -Student-Friendly Writing Rubrics 	<ul style="list-style-type: none"> - Analyzing unit assessments, student work, and student-friendly writing rubrics in alignment with WICSD writing outcomes
<ul style="list-style-type: none"> Foster and develop cultural competency through targeted curricular revisions and practices 	<ul style="list-style-type: none"> -Make mindful changes to instructional texts and experiences -Diversify classroom libraries -Create opportunities for cross-curricular connections (social studies, science) 	<ul style="list-style-type: none"> -Examination of classroom libraries, curricular texts, assignments and projects 	<ul style="list-style-type: none"> -Continual examination of classroom libraries, curricular texts, assignments and projects

Goal #2: Student performance levels in Mathematics will increase as follows:

All students will show significant progress toward proficiency in and mastery of essential standards as measured by iReady and other common assessments

What needs to be done?	How will we accomplish it?	What data needs to be collected?	How will the progress be monitored?
<p>-Prioritize essential standards and deepen understanding of student outcomes, through the use of student-centered instruction.</p> <p>-Utilize student discourse to deepen understanding and writing in math to make student thinking visible</p> <p>-Implement essential standards framework when utilizing the MEX and MIF resources.</p> <p>-Increase student ability to effectively respond to complex problems and utilize sophisticated problem-solving strategies.</p> <p>-Utilize a hybrid learning model to both introduce new concepts and reinforce previous learning</p> <p>Identify students in need of support and design targeted instructions and interventions to support their needs.</p>	<p>-Increase student mastery and independence through the leveraging of technology and materials provided in MEX and MIF to work towards CCLS and WICS essential standards outcomes.</p> <p>-Increase the amount of time applying mastered skills to real world situations and spiraling previous learning with new concepts and skills.</p> <p>-Focus on the depth of instruction not on the pace required to cover all of the grade level content (Essential Understandings).</p> <p>-Build students' proficiency with the core structures of MEX and MIF (utilizing collaborative strategies, heterogeneous and homogeneous grouping, Math Talk, conferencing, etc.) to deepen mathematical understandings.</p> <p>-Provide access to differentiated learning materials for students in school and via remote learning</p> <p>-Build close reading skills in math by applying comprehension techniques to math word problems.</p> <p>-In IST and PST teams, identify students in need of support as well as reviewing progress of students currently receiving support. Adjust placement and services based upon student data.</p>	<p>-iReady diagnostic assessments</p> <p>-Checkpoint assessments</p> <p>-Unit assessments</p> <p>-Homework</p> <p>-Observation of student work</p>	<p>-Regular collaborative team meetings to share techniques, materials, data, and student work.</p> <p>-Department meetings, IST, PST, grade level meetings, and SBPT Meetings</p> <p>-Performance on formative assessments</p>

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Goal #3: Student performance levels in Science will increase as follows:

All students will show significant progress toward proficiency in and mastery of essential standards as measured by common assessments.

What needs to be done?	How will we accomplish it?	What data/evidence needs to be collected?	How/when will the progress be monitored?
Increase student use of close reading comprehension strategies to further understand scientific concepts.	-Collaboration within department-based study groups to analyze best practices for Tier I instruction -Design and implement lessons utilizing <i>National Geographic Ladders</i> texts	-Unit assessment data -Student work demonstrating mastery of key concepts and skills within units of study	-Performance on formative assessments -Performance on Theme exams -EOY goals/evaluation meetings
Develop and implement lessons based on essential learning standards of the NYSP-12SLS in order to support mastery and independence with all students, including SWD and ENL subgroups	-Design learning experiences that focus on implementing the NYSP-12SLS through 3-dimensional learning. -Collaborative planning based on NYSP-12SLS. -Implementation of curricular resources	-Differentiated lab experiences -Increased teamwork skills -Student work that features evidence of 3-dimensional learning	-Performance on formative assessments -Performance on Theme exams -EOY goals/evaluation meetings
Develop, administer, and analyze formative and summative assessments to monitor student progress and inform instruction within a 3-dimensional classroom.	-Use the NYSP-12SLS charts to develop common formative assessments -Analyze student performance on these assessments to inform differentiated instruction	-Assessment Data -Development of formative assessments	-Performance on formative assessments -Performance on Theme exams -EOY goals/evaluation meetings
Continue to develop argumentative thinking skills by making a claim through the use of C-E-R (claim, evidence, reasoning).	-Design and implement writing and/or speaking tasks aligned to 3-dimensional learning and the NYSP-12SLS.	-Samples of student work illustrating the use of evidence to justify a scientific claim	-Performance on formative assessments -Performance on Theme exams -EOY goals/evaluation meetings
Incorporate and implement Grade 5 Mathematics MEX Unit 8 Metric and Standard Measurement and Conversions	-Utilize MEX Unit 8 Lessons 1-7 which covers the standard: Multiply or divide to convert among standard measurement units with a given measurement system	-Formative assessments to check student mastery of the following NYS Standards: 5.MD.1	-Performance on formative assessment

Goal #4: Student performance levels in **Social Studies** will increase as follows:

All students will show significant progress toward proficiency in and mastery of essential standards as measured by common assessments.

What needs to be done?	How will we accomplish it?	What data needs to be collected?	How will the progress be monitored?
<p>Full implementation of NYS Social Studies Framework incorporated into the West Irondequoit Social Studies curriculum, common assessments, aligned instruction and student learning experiences by implementing inclusive, culturally responsive-sustaining instruction.</p>	<ul style="list-style-type: none"> • collaborate with colleagues to explore best practices and develop instructional experiences to maximize learning • engage in professional learning and support • incorporate the inquiry-based social studies instruction and 21st century learning practices to engage students in historical thinking, reading, and writing 	<ul style="list-style-type: none"> • evaluate technological resources and applications • analyze student work • analyze unit assessment data by team, by district • analyze formative assessment data to inform planning and student groups 	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> • formative assessments • unit assessments • student work • EOY assessments <p>Collaboration through:</p> <ul style="list-style-type: none"> • department/grade level meetings • building level team meetings/co-planning
<p>Increase students' capacity to analyze, interpret, and respond to a variety of stimuli and complex texts through the fostering of high expectations and rigorous instruction. Evaluate sources for bias and validity</p>	<ul style="list-style-type: none"> • develop, pose, and discuss rigorous questions to promote critical thinking and creativity • develop learning experiences requiring students to independently respond to rigorous questions that promote critical thinking and creativity • provide modeling, direct instruction, scaffolding, independent practice & feedback related to learning targets • differentiate tasks and materials to meet student needs, including the use of technology • provide experiences requiring students to engage with a variety of complex texts, documents (primary and secondary), graphs, charts, political cartoons, as well as audio, visual or multi-media sources • integrate the use of technology where appropriate • provide writing experiences that are engaging and content-rich that promote student's creativity 	<ul style="list-style-type: none"> • collect and explore a variety of complex documents (primary and secondary), graphs, charts, political cartoons, as well as audio, visual or multi-media sources. • develop learning experiences requiring students to independently respond to rigorous questions that promote culturally responsive-sustaining thinking to promote discourse and thought 	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> • district assessments • unit assessments • student work <p>Collaboration through:</p> <ul style="list-style-type: none"> • department/grade level meetings • building level team meetings/co-planning
<p>Develop, administer, and analyze formative and summative assessments to monitor student progress and inform instruction.</p>	<ul style="list-style-type: none"> • explore NYS assessments to identify expectations as well as the new components and structures • collaborate with colleagues to revise or develop purposeful assessments. 	<p>collaborate with colleagues and curriculum supervisors to revise/develop assessments based upon prior school year's data and NYS assessments</p>	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> • district assessments • unit assessments • formative assessments <p>Collaboration through:</p> <ul style="list-style-type: none"> • department/grade level meetings • building level team meetings/co-planning

Develop and deepen student understanding of enduring issues, chronological reasoning and the explanation of the contingency of events in history.	<ul style="list-style-type: none"> • explore concepts and issues in Social Studies that connect across time • engage students in constructing an understanding of historical events and periods through the analysis of various sources and participating in historical discourse • Determine the meaning of, engage with, and utilize general and academic vocabulary terms. 	Collaborate and share experiences and best practices which target the instruction and understanding of enduring issues in history and the culturally responsive-sustaining framework.	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> • student work • district assessments • unit assessments • formative assessments <p>Collaboration through:</p> <ul style="list-style-type: none"> • department/grade level meetings • building level team meetings/co-planning
-Utilize a hybrid learning model to both introduce new concepts and reinforce previous learning	-Provide access to differentiated learning materials for students in school and via remote learning		
Foster and develop cultural competency through targeted curricular revisions and practices	<ul style="list-style-type: none"> -Make mindful changes to instructional texts and experiences -Diversify classroom libraries -Incorporate best practices in culturally-relevant pedagogies -Create opportunities for cross-curricular connections (social studies, science) 	-Examination of classroom libraries, curricular texts, assignments and projects	-Continual examination of classroom libraries, curricular texts, assignments and projects

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Goal #5: Student performance levels in **Special Areas will increase through the following:**

What needs to be done?	How will we accomplish it?	What data needs to be collected?	How will the progress be monitored?
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Continue to develop and improve students' creating and performance skills	<ul style="list-style-type: none"> -Through immersion, drafting, modelling and revision -skill execution through various mediums -collaboration/department and faculty meetings and conferences 	<ul style="list-style-type: none"> -Sample student work -classroom assessment results 	<ul style="list-style-type: none"> -Independent and group assessments -Individual student work -Performance on formative assessments
Increase students' understanding of key concepts and content knowledge	<ul style="list-style-type: none"> -Large and small group instruction -Backwards planning that identifies key areas of instructional focus -Utilize questioning throughout instructional process to promote critical thinking -Classroom lecture 	<ul style="list-style-type: none"> -Student skill execution -Comprehension of skill application -desired outcomes -prior knowledge 	<ul style="list-style-type: none"> -Formative assessment and observation -Summative group assessments -aligned with unit goals -Entrance/exit slip
Continue to build student's toolbox tied to inferencing and sophisticated comprehension strategies	<ul style="list-style-type: none"> -Through lesson planning and selection of complex assignments -Increase self-sustained practice time -infuse technology when appropriate 	<ul style="list-style-type: none"> -Sample student work -Assessment results -entrance/exit slips 	<ul style="list-style-type: none"> -Observation and analysis of student work
Increase students' comprehension of community resources available for overall health and wellness	<ul style="list-style-type: none"> -highlight opportunities in the community where students can access and participate in activities relevant to classroom material 	<ul style="list-style-type: none"> -identify community resources/programs that tie into content taught to and exposed to students in the school setting that are also available throughout the community, emphasizing continued education 	<ul style="list-style-type: none"> -Summative assessment -entrance/exit slip

Iroquois Middle School: School Based Plan 2020-21
District Focus Area: Culture and Climate
All instruction will be student-centered and based on district outcomes.

Goal #6: To support student growth academically, socially and emotionally by developing a school culture that encourages positive relationships, collaboration, and reflection.

What needs to be done?	How will we accomplish it?	What data needs to be collected?	How will the progress be monitored?
Promote a positive school culture and climate through the implementation of our CARE initiative.	<p>Adhere to the Code of Conduct, SAVE, and DASA to insure a safe, orderly learning environment.</p> <p>Classroom discussion of student handbook and CARE rubric specifics.</p> <p>Implementation of the following:</p> <ul style="list-style-type: none"> • Video orientation • Daily community meetings tied to CARE program • Team Building Day - spring 2021 • CARE assembly - virtual • In-class counseling lessons • Kindness Initiatives • Star Student • SES Team meetings • Mentor program - especially for students in remote learning • Internet safety • Personal safety including Covid-19 and stranger danger • Parent/Family survey about feelings surrounding reopening and continued feedback throughout the school year (electronic survey) 	<p>Number of instances and type of incidents reported.</p> <p>Connectedness survey data</p> <p>SES Team data</p>	<p>Student check-ins & follow-up by mental health staff.</p> <p>Review of survey by mental health staff.</p> <p>Review of SES Team data</p>
Support the implementation of SEL/RTI Framework across the building.	<p>Identify students in need of Tier 2 and Tier 3 support system who are not reaching identified outcomes at Tier 1 and implement interventions.</p> <p>Implement progress monitoring system to track effectiveness of interventions and adjust instruction and interventions as needed.</p> <p>Re-establish teacher-led SEL lesson 1x/month</p>	<p>School climate/culture survey data</p> <p>Student intervention data tracker</p> <p>Student/teacher survey/feedback data</p>	<p>Data will be reviewed at weekly SES meetings, as well as at SEL IST meetings</p>
Support the implementation of restorative practices across the building.	<p>Continue training program for student mediators to include restorative practices</p> <p>Support professional learning in restorative practices</p> <p>Align and refine counseling lessons with restorative practices</p> <p>Add restorative component to training program for student mediators</p>	<p>School climate/culture survey data</p> <p>Student/teacher survey/feedback data</p>	<p>Data will be reviewed at weekly SES meetings</p>

	Assign an adult to meet with identified students in need of support with study skills and/or social-emotional development		
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Learning and Discovery

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