



Duke Junior High School
School Based Plan
2023-2024

Essential Question:

How do we hold high expectations for all students and help them develop a sense of agency?

Student agency is thus defined as **the capacity to set a goal, reflect and act responsibly to effect change**. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others (Education Reimagined.org)

Learning Targets:

- **I can** dig further into data, identify strengths and needs, and plan to address needs.
- **I can** research and implement teacher practices that ensure equity and access for all students, regardless of identity markers, with high expectations and rigorous instruction.
- **I can** strengthen processes and communication to align instructional and culturally relevant practices within and across buildings.

Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s):

- Provide cohesive and consistent implementation of the Instructional Model with an explicit focus on student-centered learning and independent student application to increase access for all students.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Use the K-12 Instructional Model to inform all stages of the planning process to ensure culturally responsive, equitable and inclusive practices. 	Walkthroughs, Supervision & Post-Observations, Student work samples Data reviews	Admin, Contact teachers, supervisors, directors	Goal: Departments identify and implement best practices with specific focus on student-centered learning and independent application.	Goal: Student subgroup achievement data will show improved academic achievement.
			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> Use data-wise protocol to analyze common formative assessment data holistically, and by sub-group, to identify student-centered areas of strength and need 	SBPT, Cabinet, Department Meetings	Admin, Contact teachers, supervisors, directors	Goal: Departments will use data wise protocol to identify gaps in CFA sub-group data to respond to inform instructional planning.	Goal: Identified gaps in sub group performance will be reduced in size and/or frequency
			Updated Progress:	Updated Progress:

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/Department - Supervision)

Goal(s):

- Collect, evaluate and sustain qualitative and quantitative data as it relates to equity, access and peak performance to maintain an environment where all students, staff and families feel welcome, safe, valued and supported.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Implement best practices to create a welcoming and affirming classroom and building environment that contributes to positive social and emotional outcomes for all students. 	Student Panorama surveys, YRBS data, behavior referral data	SPBT, Cabinet, Admin, Contact Teachers	Goal: Have Team assemblies themed on Community Values, SEL and behavior expectations. Evaluate mid-year behavior data by sub-group to identify patterns. Work with Contact Teachers to explore ways of further defining neighborhoods throughout the building.	Goal: Evaluate end of year behavior data by sub-group to determine statistical improvement regarding disparities by subgroup.
			Updated Progress:	
<ul style="list-style-type: none"> Embed restorative practices and social emotional learning in and outside of the classroom 	Meeting minutes, faculty surveys, student feedback, Walkthroughs by administrators to gage student engagement with staff in the halls.	Admin, SBPT, teacher leaders, teachers	Goal: Model circles as PD in faculty meetings Develop a common understanding of the value of and commitment to community and academic circles throughout the building to foster relationships in and outside of the classroom. Expand teacher capacity to engage students in the halls and in their neighborhoods.	Goal: All teachers have used academic and/or community circles in their classroom.

			Updated Progress:	Updated Progress:
<ul style="list-style-type: none"> Pilot 2 programs for SEL instruction to ensure students feel welcomed, safe, valued and supported 	Student feedback, faculty program evaluations	Teacher volunteers or Contact Teachers, SBPT	Pilot SEL programs in 4+ classrooms	Goal: Determine which program to implement building wide in 24-25 and how to do so.
			Updated Progress:	Updated Progress:

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)

Goal(s):

- Strengthen processes and communication to align instructional and culturally responsive education practices within and across buildings.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Use research-based standards-based grading practices to inform student feedback which promotes equity for all student learning. 	Data collected at department meetings	Admin, team leaders, contact teachers, directors	Goal: Audit SB grading practices and create a shared document of practices being used at Dake. Updated Progress:	Goal: Determine impact on Sub groups using assessment data and determine what additional PD may be appropriate. Updated Progress:
<ul style="list-style-type: none"> - Align and share research-based best practices for instruction that meets the needs of all students. - K-12 IST process - K-12 PST process 	IST, PST, SES Team,	Admin, teacher leaders, contact teachers, counselors	Goal: PD/fishbowl on PST meeting practices at faculty meeting Updated Progress:	Goal: IST norms and practices aligned building wide and followed in all team meetings. Updated Progress:
<ul style="list-style-type: none"> Strengthen and refine communication practices between buildings to support student transition with a specific focus on our ENL students and SWANs. 	Transition meeting planning Transition meeting agendas	Admin, counselors, social worker, interventionists, ENL teacher		8 go 9 transition meetings dedicated specifically to: <ul style="list-style-type: none"> - SWANs - ELLs scheduled for May
<ul style="list-style-type: none"> Strengthen and refine communication and support practices and processes to increase access to acceleration in 8th grade. 	Comparing LE and Algebra enrollment data by subgroup from 22-23 and 23-24	Admin, counselors, contact teachers, directors	Formalized process document to be presented by January 1 Acceleration Open House for families	Increased LE and Algebra enrollment by identified subgroups for 24-25 school year (currently, 5% of students enrolled in

				<p>Advanced Algebra black and African- American)</p> <p>(currently, 2% of students enrolled in Advanced Algebra are identified as a student with a disability)</p> <p>(currently, 1% of students enrolled in Advanced Living Environment are identified as a student with a disability.)</p> <p>(currently, there are no English Language Learners in either advanced class)</p>
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Department Goals and Strategies

Department: Art				
Goal(s):				
<ul style="list-style-type: none"> Implement one-point rubrics to ensure timely, thoughtful feedback that allows students to align their understanding of the curriculum with life-long applications. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use Standards-Based Grading practices and self-evaluation to promote student's genuine and thoughtful reflection of their learning. Infuse more opportunity for student critique to learn from the growth of others and promote a growth mindset.	-Teacher Feedback to Students	Art Teachers	Goal: Provide students with an opportunity to reflect on their overall growth and give them an opportunity to refine or edit a project for credit.	Goal: There will be an increase in student risk-taking and meaningful reflection of learning.
	-Student Reflections		Updated Progress:	Updated Progress:
	-Student Goal Setting through project brainstorm			

Department: Music				
Goal(s):				
<ul style="list-style-type: none"> Develop effective verbal and written feedback on student performance that allows for attainable improvement and transfers across all musical literature they may encounter Foster a learning environment in large ensemble rehearsals and small lesson groups where students feel like they belong to our larger West Irondequoit music community 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use questioning, rubrics, and recordings of model performances as well as those of the students to determine what students are doing well and what they need to improve Celebrate good work, and keep tasks brief and measurable so that students don't become frustrated	Student goal setting	Music Department	Goal: Students are beginning to fill in gaps in their knowledge and use new skills across all required literature	Goal: Students become independent and improvements in their performance that were once intermittent are now permanent.
	Student performance			

Informal and formal check-ins with students throughout the year to monitor their well-being individually and how they feel they are progressing as music students Individual and group reflections following concerts and other performances throughout the year	Teacher observation and reflection		Goal: Students collectively work towards successful concert experiences	Goal: Students reflect back on their school year of concerts as positive experiences
			Updated Progress:	Updated Progress:

Department: FACS

Goal(s):

- Provide students with opportunities to gain real- world, skill building experiences.
- Implement Standards Based Grading to improve student achievement in life skills.

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Use research based best practices that promote student engagement in real- world, life skills experiences. Then applying the skills. 2)Implement Standards- Based Grading practices to foster students' progress in their learning as life skills are not measured on grades but rather achievement of independence.	Student feedback Observations Teacher feedback Department meetings	FACS teacher	Goal: Provide students with real world experiences that are engaging. Updated Progress:	Goal: Students have encountered real world experiences to prepare them to be independent. Updated Progress:
			Goal: Increase student performance toward mastery and high proficiency. Updated Progress.	Goal: Students can demonstrate life skills at a mastery or high proficiency level to be independent. Updated Progress:

Department: Technology

Goal(s):

<ul style="list-style-type: none"> Goal 1: Utilize the district curriculum writing process to revise intro level tech courses to align to upper-level tech courses and prepare students for access to those courses better vertically. Goal 2: Develop criteria to be used as part of an authentic assessment system across the tech program. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Review existing curriculum and seek opportunities to support advanced skills required in advanced coursed at IHS Examine enrollment data across tech courses and consider implications for recruitment	Common department planning time	Technology Teachers and Director of STEAM	Goal: Revise curriculum to support skills required in high school program.	Goal: Review and modify current practices for promoting enrollment in advanced courses
			Updated Progress:	Updated Progress:

Department: Physical Education				
Goal(s): <ul style="list-style-type: none"> Build a welcoming, safe and engaging learning environment that fosters social emotional learning and cultural awareness. Implement standards-based instruction opportunities that are accessible to all students and differentiate/modify activities appropriately for students to improve their overall understanding of personal fitness 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Deepen understanding of diverse student needs by ongoing professional development Use of other pathways to instruct students with more individual/dual activities and sports, team sports, cooperative games, Sport Education model Build in SEL experience in Remote Learning Model 	Data Analysis of Course Outcomes Course work on Schoology and communication via email, Schoology and Microsoft Teams	PE Staff PE STAFF	Goal: There will be an increase in student engagement.	Goal:
			Updated Progress:	Updated Progress:

<ul style="list-style-type: none"> Preplan SEL questions for Hybrid Learning Model 	Students will value strong relationships and a sense of belonging in PE	PE Staff		
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Department: Mathematics

Goal(s):

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Create structures for alignment of CFA's within the math department using problems of practice through identifying areas of need within data sources.	SBPT, Cabinet, Department Meetings	All Dake Math Faculty	Goal: Using data, create meaningful opportunities for students to engage in areas of need remembering what we have control over in the classroom environment.	Goal: To show growth in specific areas of need noted through data research from the beginning of the year. Did our change in instruction have an impact on student performance?
			Updated Progress:	Updated Progress:

Department: ELA				
Goal(s):				
<ul style="list-style-type: none"> Continue refining language-based grading practices and work toward alignment across grade levels.. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Continue research-based standards-based grading practices and shift to language-based grading with students to strengthen grading systems that promote equity for all students.	- Teacher feedback to students.	ELA Teachers	Goal: Align grade level grading practices and shift to language-based grading for providing student feedback	Goal:
	- Student reflection documents.		Updated Progress:	Updated Progress:
	- Revisions and retake performances.			

Department: Science				
Goal(s):				
<ul style="list-style-type: none"> Implementation of the four new NYS Intermediate Level Science Investigations. Development and implementation of new units aligned to the NYSSLS. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Content – Science 7 and 8 <ul style="list-style-type: none"> Strengthen areas involving data interpretation during the NYS Intermediate Level Science Investigations (data tables, graphing, extrapolation, modeling) by increasing the amount of guided and independent practice throughout the year. 	Grade level department meetings	Science Teachers	Goal: 100% successful completion of the new NYS Intermediate Level Science Investigations (1 in science 8, 1 in science 7)	Goal: 100% successful completion of the new NYS Intermediate Level Science Investigations (4 in science 8, 2 in science 7)
			Updated Progress:	Updated Progress:
Content – Living Environment			Goal: Increase the number of students receiving a	Goal: Increase the number of students

<ul style="list-style-type: none"> Increase the number of students receiving a mastery score for the constructed response section of the NYS Regents exam by incorporating more opportunities to practice and receive feedback throughout the year. 			mastery score on constructed response questions on independent practice problems and unit assessments.	receiving a mastery score for the constructed response section of the NYS Regents exam.
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Department: Health

Goal(s):

- To Implement consistent and constructive feedback through standard based grading
- To ensure students are in a safe environment in which they are encouraged to make mistakes, ask questions and are encouraged to utilize a growth mindset

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
To ensure that we are utilizing standard based grading for ALL units of our health curriculum	Department Meetings	Department Meetings	Goal: To continue to add Standard Based Grading and 4 point rubrics to additional units within the curriculum	Goal: To incorporate rubrics and standard based grading to ALL units of the health curriculum
To reiterate the importance of empathy within the classroom to ensure we are creating a safe environment for all students	Teach Observations Quizzes/Tests/ Group work Peer collaborations	Health Instructors		

Department: World Languages

Goal(s):

- Explore strategies and methods to provide feedback to students in order to foster accountability of their learning and ownership over their personal growth.
- Provide a safe environment to promote risk-taking and learning for all students.

Action Plan	Plan to Assess		
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<i>Include targeted instructional practice to examine</i>	How will it be monitored?	Who is responsible?	Mid-Year Goal & Progress	End of the Year Goal & Progress
<p>Use research-based Standards-Based Grading practices to promote student accountability for their learning. Students reflect on their learning and brainstorm strategies on how to increase their progress towards the standards.</p>	<ul style="list-style-type: none"> -Teacher feedback to student. - Student feedback -Student self-reflections -Standards-based rubrics. -Students will have opportunities for improvement 	<ul style="list-style-type: none"> -Department discussions. - World Language Students -World Language Teachers 	<p>Goal: Every student will have the opportunity to conference with their teacher about their progress and growth opportunities.</p> <p>Updated Progress:</p>	<p>Goal: All students will show growth and the majority will perform at proficiency or higher.</p> <p>Updated Progress:</p>
<p>Goal(s): -Provide a safe environment to promote risk-taking and learning for all students.</p>				

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		

Use a variety of methods including, but not limited to: warm-welcomes, community circles, student-centered activities, mindfulness practices, respect contracts, and building relationships to create a positive classroom environment where students feel safe enough to take risks and grow.	-Teacher observation -Student feedback	-World Language teachers and students	Goal: There will be an increase in student engagement.	Goal:
			Updated Progress:	Updated Progress:

Department: Social Studies

Goal(s):				
<ul style="list-style-type: none"> Learn and use eDoctrina as content teachers to collect student data and analyze data 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
Using professional learning opportunities to create common summative assessments in eDoctrina and analyze that data to determine student need and instructional focus areas.	-department planning time -department meetings -individual teacher analysis	-content teachers	Goal: Common summative assessments are created and administered using eDoctrina for units 1-3 in both 7 and 8 th grade.	Goal: Common summative assessment data is used to analyze student areas of growth and instructional development areas.
			Updated Progress:	Updated Progress:

Department: Counseling

Goal(s):				
<ul style="list-style-type: none"> Strengthen communication to stakeholders and increase access to resources and information regarding Dake counseling curriculum. 				
Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Strengthen sharing of information to families and stakeholders 	-Counselor/ counselor	-Dake counselors, admin	Goal: Gather information necessary to develop a Dake course catalogue, gain	Goal: Update Dake counseling website, begin sharing

<ul style="list-style-type: none"> ○ Investigate resources to include on counseling website ○ Collaborate with other departments regarding course descriptions ○ Consult comprehensive counseling plan 	admin meetings -Dept. Meeting curriculum planning		permission to edit counseling website, summarize list of quarterly counseling activities Updated Progress:	quarterly counseling updates with families, develop Dake course catalogue Updated Progress:
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